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ABSTRACT

The first section of this program report is a general description of the Bernard van Leer Foundation and its work. The second and third sections are the Foundation's annual report and financial report for 1990. The fourth and largest section of the program report consists of descriptions of 107 projects in 41 countries that are financed and supported by the Foundation. Projects profiled are those with a duration of 1 to 5 years, which were operationally active at the end of January 1991. Each project is described in terms of: (1) the sponsoring institution, that is, the institution which is officially responsible for carrying out the activities for which the Bernard van Leer Foundation has made a grant; (2) the title of the project; (3) the duration of the project activities supported by the Foundation; and (4) an outline of the setting in which the project operates its activities. In cases in which a current phase of a project was preceded by earlier phases of Foundation support, these earlier phases are referred to in the text. Concluding the report are lists of the Foundation's publications and videos in English, Spanish, and Portuguese; and a list of Foundation personnel. (BC)

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1991

# Current Programme

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## About this publication

This publication incorporates the Annual Report of the Bernard van Leer Foundation for the year 1990. Two Biennial Reports were published which covered the years 1985-1986 and 1987-1988. The Annual Report for 1989 was incorporated into Current Programme 1990.

The first section of this publication is a general description of the Foundation and how it carries out its work. The second section is an annual report for the calendar year 1990 while the third section is a financial report for 1990.

The bulk of Current Programme 1991 is taken up with descriptions of major projects being supported by the Foundation. The projects listed are those with a duration of between one and five years and which were operationally active at the end of January 1991. The descriptions cover 107 projects which are being supported in 41 countries. Each one is described in terms of:

- the sponsoring institution, that is, the institution which is offically responsible for carrying out the activities for which the Foundation has made a grant;
- the title of the project;
- the duration of project activities supported by the Foundation; and
- an outline of the setting in which the project operates and its activities.

Where a current phase of a project was preceded by earlier phases of Foundation support these are referred to in the text.

At the end is a list of the publications and videos produced by the Foundation and, finally, the names of the Board of Trustees and staff.

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## About the Bernard van Leer Foundation

The Bernard van Leer Foundation seeks to promote the development of human resources within communities experiencing social, economic or cultural disadvantage by focusing on the needs of young children. The emphasis is on children from birth to eight years of age. The Foundation does not, however, work exclusively with young children because it believes that through promoting awareness among parents of children's needs, and how they can respond to these, benefits accrue to both. This leads to increased self-confidence and self-reliance of parents and other care givers which, in turn, provides a springboard for wider social change and community development.

The Foundation takes its name from Bernard van Leer, a Dutch industrialist who died in 1958 and gave the entire share capital of his worldwide enterprise for humanitarian purposes.

The Foundation uses two main strategies to accomplish its objectives. One of these is to facilitate the development of innovative field-based projects in the domain of early childhood care and education; the other is to influence policy and practice by drawing on relevant experience and sharing this with as wide an audience as possible.

### Project partners

The Foundation does not run any field-based projects itself. Instead, it offers support to partner organisations in the countries concerned. The focus is on those children and communities that are least able to benefit from educational and developmental opportunities because of social and other forms of disadvantage. These include the children of ethnic and cultural minorities, children living in urban slums, shanty towns, and remote rural areas, and children of teenage parents.

Project partners include government departments, local municipalities, trade unions, academic institutions and voluntary organisations. These local partners are responsible for all aspects of a project – development, management, training, implementation, evaluation. They also contribute a proportion of the costs in terms of both money and services. A key objective in the initiation and implementation of projects is that the effectiveness of the work they succeed in developing will last long after the Foundation has withdrawn from the project.

### A community-based approach

The projects do not always work directly with young children because the way to improve opportunities for young children is to improve their environments and, in our terms, that means working with the adults who care for the children to enable them to achieve a better life.

By emphasising the special role that parents have as the child's first educators, a community-based approach builds on the principle that educating children means educating adults. Parents do not only learn about what it means to be a parent however, they learn that they matter, and they learn that they can change their lives and those of their children. By embedding a project firmly in a local community, people are motivated to tackle their own problems and they produce effective solutions. Solutions that are rooted in the local community, make use of local resources, come under their own control, are affordable, and which can be sustained.

All projects supported by the Foundation have, at their core, the education, care and development of young children. Projects do not, however, look only at educational activities which take place in pre-schools, nurseries or primary schools, they work with adults in their own homes and in the community in order to create understanding and awareness of children's developmental needs. This can include the importance of play, making toys and equipment from scrap materials and from the natural environment, information and advice on nutrition and health, and other needs of the children or the community. Many of the people doing this work are women from the same community who have been trained by the project. The involvement of parents and other adults helps to build up their own skills and self-confidence and this, in turn, leads to other improvements in the social and physical structure and the self-assurance of the community as a whole.

## Foundation support

The support which is offered to projects in the field by the Foundation consists of more than just money – always an important consideration – and includes a range of technical and professional support both from the Headquarters in The Hague and from the field itself.

The Programme Section looks after the development of the Foundation's field-based programme and monitors projects. It is organised in Regional Desks and members of staff visit projects and maintain close contacts with them.

The Studies and Dissemination Section has, as its main task, the analysis of the Foundation's programme and its dissemination. It carries out its functions through training, evaluation, studies and by maintaining contacts with a wide range of organisations outside the Foundation.

The Communications Section is responsible for the Foundation's publications and media programme and develops these on the basis of

the work of field-based projects, other sections of the Foundation and other sources.

The Documentation Unit both collects and disseminates materials which have been produced by projects, as well as materials which are relevant to the Foundation's area of work.

(A full list of Foundation personnel is given at the end of this publication.)

## Networking

Much of the support which comes from the Foundation office is based on what is learned from the field. And much of what is learned in the field comes from similar projects, some also supported by the Foundation, some not. Through the process called networking, projects are encouraged to exchange experience and information. Networking takes many forms: it can mean exchanging written or visual materials; it can mean visits between projects; it can mean meetings for groups of projects; it can mean joint activities for training, dissemination and advocacy. In some countries where there are several Foundation-supported projects there are country networks, both formal and informal.

A form of support which is new for the Foundation is the establishment of Regional Training and Resource Centres (RTRCs). Further information on these and on networking is contained in the Annual Report for 1990.

## Geographical span

In accordance with its statutes, the Foundation gives preference to countries in which the Van Leer group of companies is established.

## Applications for support

- Decisions concerning the funding of major projects are taken by the Board of Trustees of the Foundation. No commitments can be given before such approval by the Board.
- There are no application forms and the Foundation does not prescribe a rigid formula for proposals. Potential applicants are strongly advised to submit an outline of their aims and objectives before preparing a detailed proposal.
- Funds can be made available for the implementation of innovatory projects in the field of early childhood care and education. Applicants can be public bodies, academic or non-governmental institutions, or voluntary organisations.

- Grants are not given to individuals or for general support to organisations or in response to general appeals. The Foundation does not provide study, research or travel grants.
- The Foundation recognises that projects in its field of work require time to develop and implement new approaches and grants are normally made for more than one year. The long-term sustainability of a project is an important consideration in the appraisal of proposals.

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This has been something of a watershed year for the Foundation. Much time and energy have been devoted to opening up the Foundation to the outside world as well as to an internal reorganisation which should enable us to carry out our objectives more effectively in the years ahead.

Opening up to the outside world is seen by the Foundation as a two-way process. Partly it is a matter of disseminating the experience of the Foundation and the projects it supports to the outside world and, of equal importance, it is to learn from others and to be challenged by other organisations that are also active in the world of child development and community development.

## Education for All

A major event was the Foundation's participation in the World Conference on Education for All which was held in Jomtien, Thailand in March. The Conference was organised by four main sponsors – UNICEF, UNESCO, UNDP and the World Bank – and the Foundation was one of 18 associate and co-sponsors. This meant that we participated in planning sessions as well as in the actual Conference and in subsequent follow-up. The Conference was attended by 1,500 participants from more than 150 countries. They included Heads of State, Ministers of Education, senior politicians and civil servants, representatives of United Nations and other intergovernmental bodies as well as 137 non-governmental organisations. Working together with other like-minded organisations, our advocacy helped to ensure that early childhood was placed very firmly on the agenda of the Conference. By the end of the five days, the importance of the early years and the need for governments to support early childhood initiatives had been incorporated into the World Declaration on Education for All and the Framework for Action to Meet Basic Learning Needs.

As part of the official Conference programme, we organised a Round Table discussion on *Is there life before primary school?* which was built around a specially-compiled video. We also produced a special publication called *The challenge of early childhood education: an agenda for action*, and mounted an exhibition which included a slide show.

Although it is still too soon after the Conference to be sure of the impact, important policy changes can be detected in many countries and international organisations. There is a gradual shift from structural adaptation to human resources development, as well as a shift towards basic education which is now accepted as including early childhood development. For the Foundation, such shifts imply that we are more frequently challenged to share our experiential knowledge with others

and that we participate with increasing frequency in cooperative thinking and planning.

In the course of the year the Foundation has worked with a number of organisations, sometimes to share ideas, sometimes to undertake joint funding. The organisations include the European Community, OECD, UNESCO, the Innocenti Centre in Italy run by UNICEF, the Consultative Group on Early Childhood Care and Development, the International Federation of Child Welfare, the International Institute for Educational Planning, the US-based Council on Foundations, the Charles Stewart Mott Foundation, the John D. and Catherine T. MacArthur Foundation, and the Save the Children Fund UK.

## Two interlinked strategies

As a part of a proposed reorganisation of the Foundation's internal structure (which took effect on 1 January 1991), the objectives of the organisation were analysed in the light of current and future practice. The overall objective remains the promotion of educational, social and developmental opportunities for young children. The way in which the Foundation carries out this objective has now been clarified as consisting of two interlinked strategies. One is the support of innovative field-based projects while the other is the advocacy function – to influence policy and practice by drawing on relevant experience and sharing this with as wide an audience as possible. This strategy, which requires validation and learning from the field, will receive more attention in the future, as it creates a more cost effective way for the Foundation to create a multiplier effect than would the replication of projects. It is a strategy that can be made forceful because of the Foundation's history of the support of innovative grassroots projects in many cultural settings.

## The programme

The programme of project support increased only marginally during the year so far as quantity is concerned. This report lists 107 major projects compared to 105 last year. Of these, 16 are new projects. Two of these are in countries – Thailand and Surinam – which have recently become eligible for Foundation-supported projects. The two new projects in Mexico denote a return to a country where the Foundation has supported projects in the past.

The new project in Thailand is notable for two aspects: it is the first time that the Foundation has supported a project working with families living in and around a garbage dump; and it is a project which is being undertaken in cooperation with an overseas NGO – the Save the

Children Fund UK (SCF). We are also working in partnership with SCF in the new project in the UK which is based in the Cynon Valley in Wales.

A new project in Venezuela illustrates a different way of working: the Ministry of Education is organising a series of seven workshops around the country to encourage cooperation between organisations working in the early childhood field and to plan a new coordinated policy for the care of young children. In France, Relais Enfants-Parents works with families where parents are in prison and intends to draw public attention to the 140,000 or so children whose needs are generally misunderstood or even ignored. The two new projects in Morocco have grown out of a previously-supported project. One of these seeks to introduce a new concept of pre-school education into Koranic pre-schools of which some 34,000 exist in the country. The Child Development Programme in Breda in The Netherlands is a local adaptation of two other projects which have been developed with Foundation support: one in the UK which works with professional health visitors, the other in Ireland which works with community mothers.

## Regional Training and Resource Centres

Three Regional Training and Resource Centres (RTRCs) are now in operation. The first, based in Singapore and covering Asia, began its activities in 1989. The second, based in Kenya and covering Africa, was established in 1989 and organised its first activities during 1990. The third, based in Trinidad and covering the Caribbean, was officially opened in October 1990.

The three RTRCs are experimental and aim to increase knowledge and awareness of early childhood development throughout their regions. Building out from Foundation-supported projects, the RTRCs are gradually involving a wide variety of organisations active in their regions. The RTRCs have advisory committees made up of representatives drawn from organisations within their regions and the aim is to respond to the needs which are expressed by regional bodies working in the field. Activities are not limited to the home bases of the RTRCs nor to the small staff employed. Training teams, composed of people from the region, will carry out many of the RTRCs' activities.

## Networking

The RTRCs are one expression of the process of networking whereby projects in the field are encouraged to exchange experiences and learn from one another. While the Foundation supports this process in a variety of ways, many projects take the initiative themselves and contact other projects in the same or neighbouring countries, or indeed

projects in another part of the world where there are similarities in methods of work.

Countries where projects have met together include Australia, Brazil, Israel, Italy, Portugal, South Africa, the United Kingdom, and the United States of America. Two 'international' examples of networking are of particular interest. During the year projects working in France, Germany and The Netherlands have exchanged information and visited one another to share their experiences in working with migrant workers and their young children. There have also been discussions on the possibility of setting up a European network of projects. A first meeting took place in May when several common themes were identified and the need to be aware of the social and political agenda of the European Community was stressed.

Project staff visits to other projects are sometimes financed by the Foundation but many people use their own time and money to carry out such an exchange. Apart from the specific information gained, the overall effect is a feeling of solidarity encouraging both sides – visitors and visited – to know that they are not alone and that project goals are achievable and important. Visitors often return home with new and broader perspectives on their own work and a renewed vision of what this can achieve.

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## Some project highlights

In the course of the year a number of projects, and project staff, have received recognition of their work that goes beyond their immediate localities. In the USA the project in Denver, which works with native Americans, was selected by the Federal Department of Education as a 'showcase exemplary program'. Also in the USA, the project in New York which has been working in high schools with teenagers and their young children, saw the curriculum based on its pathfinding experimental work published by the New York Board of Education. The project based at the Museum of Education in The Netherlands won an international prize for its multicultural programme. The prize was awarded by CAPIRE, an international committee which researches and promotes innovative educative programmes. In Ireland, the project working with Community Mothers in Dublin was invited to meet the newly-elected President of the country.

Two project leaders have been personally honoured during the year. Sophia Bracey-Harris of the Federation of Child Care Centers of Alabama, USA was awarded the Gleitsman Award which honours 'people who make a difference and have initiated social change'. In Trinidad, Father Gerard Pantin, founder and Executive Director of Servol, was awarded an Honorary Doctorate of Laws by the University of the West Indies in appreciation of his humanitarian work in the community.

Many projects have produced publications during the year. In New Zealand, a leaflet entitled *Talking and Learning* produced by the project working with Pacific Islanders was distributed to most homes in the country. Three separate projects in Brazil – *Projeto Reis Magos*, *Projeto Poti* and *Projeto Araucária* – have published brochures about their work. Also in Brazil, *Projeto Arco-Iris* has produced books for use in teacher training and, in cooperation with a publisher, two children's books which are based on traditional stories believed to have been brought to Brazil by slaves from Africa. In Belgium, the Flemish Training and Resource Centre published a training pack for child-minders. The pack was adapted from one which was originated by the Community Education Development Centre in the UK. The director of the project working in Germany with Turkish children and mothers had a book based on her experiences – *Learning means building bridges* – published by an educational publisher.

## Foundation publications and media

The Foundation too, has continued its publications programme. Four issues of the *Newsletter* were published, each one containing a number of articles on a specific theme. During 1990 these were Empowerment,

the World Conference on Education for All, Child-to-Child, and Community Financing of Education. As in previous years, an issue of the *Boletín Informativo* was published. This is a Spanish-language compilation of edited articles from the Newsletter. Two new books were published: *Paths to Empowerment* by Ruth Paz which traces the development of Foundation-supported projects in Israel over a 10-year period; and *The Power to Change* by Andrew Chetley which describes the evolution of the Costa Atlántica programme in Colombia.

A new Foundation video is based on the presentation made earlier in the year at the World Conference on Education for All and which includes scenes from several Foundation-supported projects in different countries. Called *Is There Life Before Primary School?*, the video is a useful introduction to many of the issues faced in improving children's education and development.

During the summer, a survey of readers of the *Newsletter* and *Boletín Informativo* was carried out (and reported on in a subsequent *Newsletter*). From it we discovered that nearly a quarter of our readers work in universities or similar institutions, and a further quarter are associated with projects in the field (this is in addition to readers working in Foundation-supported projects). Readers were asked to indicate topics of interest to them and the five which were of greatest interest were parental/community involvement, training, curriculum, multicultural education and health.

A full list of publications and videos available from the Foundation can be found on page 72.



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## The challenges ahead

As the Foundation enters 1991 we face new challenges on many fronts. In many countries the situation of young children is worsening rather than improving. We hear of children affected by armed conflict, of children who are refugees, children subject to violence inside and outside the family, children who are dying in their millions from preventable diseases, children who are suffering from the scourges of the late twentieth century – AIDS and substance abuse. But we also know that there are many children whose future development has been enhanced because their parents and their communities have become aware of their children's needs and that their self-confidence and self-reliance is providing a springboard for wider social change. The Bernard van Leer Foundation can play only a very small part on such a world stage but we are confident that, together with our project partners, we can help some communities to find new ways of working together in order to shape a better future for their children.

Rien van Gendt
Executive Director



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## Where the money comes from

The money which is spent by the Bernard van Leer Foundation (BvLF) comes mainly from the Van Leer Group Foundation (VLGF), basically a 'holding foundation'. These two Foundations have a common objective. The VLGF realises its objective by making funds available to the BvLF. These funds derive mainly from the dividends received from Royal Packaging Industries Van Leer B.V. (RPIVL) in its capacity of sole shareholder of the latter, as well as from the income out of other investments. RPIVL is a holding company with subsidiaries in some 31 countries, all of which are concerned with the manufacture of various types of containers, packaging and closures. Apart from the funds the BvLF receives from the VLGF there are other limited income sources from legacies etc. The income in 1988, 1989 and 1990 were respectively Dfl. 36.1, Dfl. 39.7 and Dfl. 40.9 million. It is anticipated that the Foundation's income in 1991 will amount to approximately Dfl. 41 million.

It should be noted that a considerable proportion of the funds spent by projects of the BvLF is counterpart funding which is provided by the partners with which the Foundation is working. This usually consists of a mixture of actual money, of physical facilities made available to a project, and of staff time and other services. In all, counterpart funding accounts for nearly as much as the Foundation itself contributes to projects.

## Where the money goes to

The expenditure of the Foundation is split in two ways. Part of the money is spent on administering the programme. This includes the office in The Hague, the employment of some 50 staff members and a wide range of programme services (approximately Dfl. 8 million). However, a far larger proportion of the expenditure goes to projects. The actual number of projects fluctuates from year to year – this publication includes descriptions of 107 major projects currently being supported by the Foundation. Major projects are those which are supported over a period of several years.

When the Foundation's Board of Trustees approves a grant to a major project a sum of money is earmarked which is expected to last throughout the duration of the proposed project, anything from one to five years. Thus, much of the money which is earmarked in a particular year is spent in later years. The sum which is available for earmarking each year is that which is made available by the VLGF and by other sources.

## Allocation of grants

The statutes of the Foundation state that 'preference' will be given to work in countries where the company is established. However, this does not mean that the Foundation *must* work in all these countries. But the practice is that the Foundation largely abides by this preference. It must be emphasised that there is no direct relationship between the level of profits made in a country and the level of Foundation spending in that country. The general principle which has been adopted by the Foundation's Board of Trustees is one of redistribution from industrialised countries to developing countries and the aim is eventually to allocate funds so that 65 per cent of the total amount available is spent in developing countries and 35 per cent in industrialised countries.

The following table lists the proportions of money, by country, earmarked by the Foundation in 1988, 1989 and 1990. It is emphasised that the table refers to sums which were earmarked during these three years and not to sums which were spent. Thus the countries shown in the table do not coincide precisely with the countries listed in the later part of this report.

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Percentages of total earmarked 1988 through 1990

| | Country | 1988 | 1989 | 1990 | Average 1988-90 |
|---|---|---|---|---|---|
| **Major projects** | Argentina | 0.38 | | 2.22 | 0.92 |
| | Aruba | | | 1.14 | 0.41 |
| | Australia | 3.24 | | 3.71 | 2.31 |
| | Belgium | 6.71 | | 1.02 | 2.37 |
| | Brazil | 2.92 | 7.63 | 12.65 | 8.05 |
| | Chile | | 1.05 | 2.57 | 1.29 |
| | China | | | 0.42 | 0.15 |
| | Colombia | | 1.08 | 0.01 | 0.37 |
| | Dominica | | 1.62 | | 0.55 |
| | El Salvador | 0.89 | 0.17 | 0.20 | 0.40 |
| | France | 3.48 | 4.32 | 2.37 | 3.36 |
| | Germany | 2.28 | | | 0.68 |
| | Indonesia | | 0.33 | 0.01 | 0.12 |
| | Ireland | 5.73 | 0.77 | 0.51 | 2.15 |
| | Israel | 9.00 | 1.99 | 6.34 | 5.65 |
| | Italy | 3.13 | 3.54 | 2.50 | 3.04 |
| | Jamaica | 1.98 | 4.04 | 3.52 | 3.24 |
| | Japan | 3.08 | 3.45 | | 2.09 |
| | Kenya | | 3.05 | 3.55 | 2.32 |
| | Lesotho | 2.62 | | 0.18 | 0.84 |
| | Malaysia | | 0.48 | 0.05 | 0.18 |
| | Mexico | 0.03 | 0.77 | 6.65 | 2.68 |
| | Morocco | | 0.29 | 3.18 | 1.25 |
| | Mozambique | 3.24 | | 1.81 | 1.62 |
| | Netherlands | 6.11 | 5.96 | 3.39 | 5.07 |
| | Netherlands Antilles | | 2.49 | | 0.85 |
| | Nicaragua | 1.05 | 3.86 | 1.72 | 2.25 |
| | Nigeria | | 0.04 | 0.52 | 0.20 |
| | Peru | | 3.66 | 0.19 | 1.31 |
| | Portugal | 5.84 | 0.04 | 2.23 | 2.56 |
| | Singapore | | 5.48 | | 1.86 |
| | South Africa | 0.74 | 2.20 | 10.44 | 4.75 |
| | Spain | 2.28 | 4.04 | | 2.05 |
| | Surinam | | | 0.32 | 0.12 |
| | Swaziland | | 1.45 | | 0.49 |
| | Sweden | | 0.14 | 0.10 | 0.08 |
| | Thailand | | | 0.11 | 0.04 |
| | Trinidad & Tobago | | 4.03 | 3.26 | 2.55 |
| | United Kingdom | 4.67 | 7.17 | 3.66 | 5.15 |
| | United States of America | 9.15 | 5.97 | 10.19 | 8.45 |
| | Venezuela | 0.37 | 0.54 | 0.68 | 0.54 |
| | Zimbabwe | 0.31 | 6.14 | 0.06 | 2.20 |
| **Internal and special projects** | Refugees | 5.09 | 2.98 | 2.34 | 3.38 |
| | Regional Training and Resource Centres (RTRCs) | 9.85 | | 4.08 | 4.41 |
| | Programme support projects | 5.83 | 7.10 | 1.06 | 4.53 |
| | Miscellaneous | | 2.13 | 1.04 | 1.10 |
| | Total % | 100 | 100 | 100 | 100 |
| | Total Dfl. millions | 30.45 | 34.77 | 36.79 | |

## Africa

Regional Training and Resource Centre (Africa)

1990 – 1995

The Regional Training and Resource Centre (RTRC) has been established by the Foundation as an early childhood resource. The RTRC is housed in the grounds of the Kenya Institute of Education which provides administrative support and shares responsibility for the RTRC programme. The objectives of the RTRC include the identification of training needs in the region; the identification of training expertise in order to build up regional training capacity; the provision of training facilities and the organisation of short term training programmes; and the building up of a library of educational and training resources relevant to the region. While the initial focus is to be on projects supported by the Foundation, it is anticipated that all the RTRC's programmes and resources will eventually be available to early childhood workers throughout the region.

## Argentina

**Ministry of Government, Justice and Education of the Chaco Provincial Government**

Chaco parent education programme

1989 – 1991

Beginning in 1979, the Centre for Research in Educational and Social Development (CIPES), with the full cooperation of the provincial Education Department, developed a training programme for parents in the remote, dispersed rural communities of Chaco province to further the education of their pre-school children at home. Teachers have been retrained to act as a support for parents; and regional and local materials have been used as the basis for curricular units in working with the parents and their children. In its second phase the project broadened the population involved to include a semi-urban area; included 4-year-olds in the activities as well as those aged 5; refined the materials already developed; and trained larger numbers of coordinators and supervisors. CIPES has trained staff in the newly created monitoring unit of the Ministry in using the materials and running the programme. Since mid-1989 operational responsibility for the whole programme of activities has been transferred to this unit.

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**Universidad Nacional de San Luis**

*Proyecto Cruz del Sur* — 1988 – 1994

The town of San Luis, like many others in Argentina, is experiencing an enormous growth in population because of migration from rural areas. Over 80,000 migrants live in shanty towns which lack most of the basic amenities including health services and education. The Education Department of the University of San Luis, working with community members in the three poorest *barrios*, has established learning centres where activities are organised for children and adults. Local mothers, trained as *animadoras*, provide support to families and their children and the programme includes educational, health and nutritional aspects. An additional twelve centres are planned.

## Asia

Regional Training and Resource Centre (Asia) — 1988 – 1993

A regional training and resource facility for early childhood care and education, based in Singapore, has been established to: help identify training needs in Asia; identify training expertise throughout the region in order to build up and support regional training capacity; develop training courses; and provide a library of educational and training materials. The centre, run in collaboration with the Singapore National Trades Union Congress, runs workshops for training of trainers and themes of common interest in the region. While the RTRC's initial focus is on projects supported by the Foundation, it is anticipated that all the programmes and resources will eventually be available to early childhood workers throughout the region.

## Australia

**University of Newcastle**

Caravan children — 1988 – 1991

Many of the approximately 300,000 Australians living in caravan parks are unemployed and cannot afford permanent housing. Surveys have highlighted the effects of caravan park life on children, who are described as being aggressive or fearful, unused to play, physically awkward and lacking in verbal skills. In an earlier phase, the project developed a programme for children and families in 17 caravan parks in

the Hunter Valley region of coastal New South Wales, aimed at improving young children's social, emotional and physical skills and assisting parents to work together to improve conditions in the parks and to utilise available educational and health services. In its current phase, the project is focusing on providing training and support for local parents' groups and park managements to operate playgroups, after school programmes and parent education programmes. Efforts are also being made to extend the programme to other caravan parks in the greater Sydney area.

**Contact Incorporated**

Contact children's mobile

1987 – 1993

The small and scattered population in the remote pastoral (outback) areas of the north-west quarter of New South Wales and SW Queensland lacks direct access to health, educational and social services. The problems of isolated families, already subject to extreme climatic conditions, and economic and cultural deprivation, have been exacerbated by the recession that has crippled Australian agriculture and mining. The innovative mobile resource unit, set up in the project's first phase, provides isolated young children and their parents with early childhood education through home visiting and playgroup programmes, and which is complemented by a daily radio programme. In the current phase the programmes' scope and outreach are being further developed, with emphasis on support for parents and other caregivers, upgrading and extension of audiovisual resources, and training of mobile unit staff. A network of all mobile units serving the diverse population of remote inland Australia is being coordinated.

## Belgium

**Vormingscentrum voor de Begeleiding van het Jonge Kind** (VZWB)
(Centre for Training in the Care of the Young Child)

Flemish Training and Resource Centre

1985 – 1992

The Training and Resource Centre, operating throughout the Flemish part of Belgium, provides support and information services to childminders, organisations and government bodies working with children aged 0-3 years. The 2,000 or so officially registered and supervised childminders who look after children in their own homes are particular target groups. The Centre reaches a large number of

interested people through a wide range of courses for childminders, reference materials, data banks, audio visual aids, games and a regular magazine for childminders – *Kido*.

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**Province of Limburg**

Limburg immigrant children

1988 – 1991

The influx of immigrant labour since the 1930s has led to seven different nationality groups identifiable in the Limburg coal mining areas. None of the groups have Belgian nationality, and they tend to live within their own language groups. Unemployment rates are rising as coal mines are being closed, and action is being taken on several fronts to avoid the emergence of a totally marginalised community. This project is working with two pre-school centres and teachers to develop an understanding of the children's culture, and with parents and the community to strengthen the educational capacity of immigrant families. It provides an education programme for women including topics such as child care, stimulation, nutrition and health education.

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## Brazil

**Governo do Estado de Pernambuco, Secretaria de Educação**
(Pernambuco State, Education Department)

*Projeto Arco-Iris* — 1984 – 1991

The project is working in the shanty towns of Recife and some of the depressed interior regions of Pernambuco, one of Brazil's poorest States. Working through four regional training and resource centres and 11 community-based crèches of the Social Welfare Department and the Municipality, strategies are being promoted that can be practically applied at the local level: parent education activities, teacher retraining, training para-professionals from the municipal education network in the health, psychological and physical development of young children. Three main areas are targeted: parent education through adult literacy courses, early stimulation, and training.

**Governo do Estado de Piauí, Secretaría de Educação** (Piauí State, Education Department)

*Projeto Poti* — 1985 – 1991

In Teresina, the capital of Brazil's poorest state Piauí, the educational and developmental needs of disadvantaged children are a cause for concern. At least 50 per cent suffer from acute malnutrition and a substantial number show signs of poor nutrition. An innovative training programme for student monitors and crèche workers is resulting in a growing awareness of the need for a broad-based approach to child development. Community involvement in the planning process encourages self-help and parental participation in the children's

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learning. The project is expanding to six new areas and will focus on increasing the nutritional levels of the children and running skills development courses for mothers.

**Universidade Federal do Paraná** (Federal University of Paraná, Faculty of Education)

*Projeto Araucária* — 1985 – 1993

Over half the children aged 0-6 in Curitiba, industrial capital of the State of Paraná, need of support while some 50,000 are left on their own during the day. In a first phase the project developed training schemes for teachers, student monitors and workers and administrators of crèches. The theme-oriented training has encouraged the development of creative learning materials and activities relevant to local realities and culture. In a new phase, with continued support by the municipalities of Curitiba and Rio Branco do Sul, the project is helping to develop an integrated approach to the care of children aged 0-6. This approach includes the involvement of parents and families and the setting up of a Resource Centre at the University for training, developing of teaching and learning materials, research and evaluation.

**Prefeitura Municipal do Natal, Secretaría de Educação**
(City of Natal, Department of Education)

*Projeto Reis Magos* — 1986 – 1994

Less than a third of Natal's primary school age children attend school, and the gap is even wider for the pre-school age group. Of the city's 30,000 children aged 4 to 6 years only 6,000 of them receive any kind of service, and there are no services for those under four. In its second phase the project will disseminate its learning and resource material throughout Natal city, focusing on the needs of low-income areas. The municipality, in cooperation with non-governmental organisations, will initiate a development programme in two day care centres in Guarapes, a shanty town on the outskirts of the city. A resource and training centre will be established for education professionals and para-professionals working with children aged zero to eight.

**Fundação Educacional Padre Landell de Moura** (FEPLAM)

*Projeto em casa também se faz pré-escola, Porto Alegre* — 1987 – 1991

Disadvantaged communities in Porto Alegre in the south of Brazil face a lack of basic infrastructure, poor quality housing and virtually non-existent pre-school provision. These densely populated communities have a predominantly female population, low levels of education, high unemployment rates, and income levels far below the

poverty line. The project aims to stimulate parents, public bodies and non-governmental organisations to develop non-formal pre-school activities for the benefit of 10,000 children aged 4 to 6 years. Parents' groups are being established. A multi-media parent education programme is being developed, together with support materials, to enable parents to work with their children in creating an environment to stimulate their overall development.

**Federal University of Santa Maria**

*Criança Rural*

1987 – 1994

The rural southern state of Rio Grande do Sul has very poor education provision. The low quality primary schools have high drop-out rates, and pre-schools are virtually non-existent. Flexible, community-based pre-school centres for children aged 3 to 6 years have been set up by the Federal University, in cooperation with the Municipality of Santa Maria, in Três Barras, a disadvantaged and isolated rural community near Santa Maria. The Municipality is working to up-grade teachers and child care workers, and provide them with a support system. Small schools are gradually being phased out in favour of larger 'nucleus' schools which stimulate parental and community support. Mothers groups are being set up to work in the schools and in home-based care. The programme focuses on early stimulation, health, hygiene and nutrition. Education materials are being developed to facilitate parents' activities with their children at home.

**Fundação Fé e Alegria do Brasil – Regional Rio de Janeiro**

Community crèches, Rio de Janeiro

1987 – 1994

Recent studies show that the already squalid living conditions in the favelas of Rio de Janeiro have worsened over the past few years. Large numbers of children work in the streets to supplement their families' incomes, and day care is a problem for the mothers who have to go out to work. The project is developing a number of community-based crèches run by mothers. The mothers are given in-service training and they in turn become *multiplicadores* – trainers for the rest of the community. In addition to improving the educational quality of the centres, emphasis is placed on health, nutrition and training for community leadership.

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**Fundação Fé e Alegria do Brasil – Regional Rio de Janeiro**

Community health project, Rio de Janeiro

1990 – 1994

(In association with the S-K Foundation, The Netherlands)
This project is linked to the Community Crèches project in Rio de Janeiro (see above) and aims to run parallel activities in the field of community health. Women from *favelas* are being trained as health workers to work with the monitors in the crèches and also with parents. The main emphasis will be on preventive aspects of primary health care but the health workers are also being trained to diagnose and treat common diseases. It is hoped that eventually both projects will be operating in 15 favelas in and around Rio.

**Centro Popular de Cultura e Desenvolvimento** (CPCD), (Centre for Culture and Development)

*Sementinha*

1991 – 1994

Minas Gerais is a large, wealthy state in south east Brazil. It has always attracted migrant families who have found livelihoods in gold and precious metal mining, ranching, farming and industry. However, development and government provision have not been able to keep pace with the needs of the poor families in the interior of the state, and many of these families are migrating to the *favelas* of the urban areas. CPCD is setting up community-based initiatives in child development in *favelas* of two small urban centres, which will be run by monitors from the communities. The project's emphasis lies in creating suitable environments to stimulate children and prepare them for their future school years. Work with older siblings in child-to-child care and the production of educational materials are also components of the project.

## Caribbean

Regional Training and Resource Centre (Caribbean)

1990 – 1993

A Regional Training and Resource Centre (RTRC) has been established in Trinidad and serves the Caribbean. Based at Servol (see Trinidad & Tobago), the RTRC will work with governmental and non-governmental organisations to identify, facilitate and develop training programmes in early childhood and adolescent development and parenting. The emphasis is on community-based services within the various Caribbean territories including regional and local training teams and the development of pre-school schemes and adolescent programmes appropriate to specific contexts and needs.

## Chile

**Centro de Estudios y Atención del Niño y la Mujer** (CEANIM), (Centre for Studies and Care of Children and Women)

*Una Nueva Alternativa* — 1990 – 1992

CEANIM is a non-governmental organisation which has already successfully set up pre-school facilities in 17 community centres in marginal areas of Santiago. The programmes depend on the full participation of mothers and therefore cannot cater for children of working mothers. The project is looking for ways of reaching these children by involving adolescents as para-professionals to care for them. A special programme for the adolescents will include workshops on child development, opportunities for self development and participation in community activities. Parents and communities will be involved in managing the centres and attention will be paid to health and nutrition.

## China (People's Republic)

**Central Institute of Educational Research** (CIER) and **Qin County**

Hebei pre-school programme — 1988 – 1991

In many rural areas, where 80 per cent of China's population live, local governments are expressing their determination to improve their children's opportunities by investing in the construction and staffing of simple kindergartens and training centres. In Qin County, within the wheat-growing province of Hebei, a Rural Resource and Training Centre has been established to provide in-service training to support the staff of kindergartens in their own communities. Their work is



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supported by mobile units. The project is also developing curriculum and materials suitable for application in rural pre-schools, and working out ways to reach families and help them to create a healthy and stimulating environment for their children.

## Colombia

**Universidad del Norte** (University of the North)

*Costa Atlántica* Early Childhood Programme

1988 – 1991

Since 1977 the Foundation has been supporting efforts by the University of the North, in Barranquilla, to improve child care and education in the Costa Atlántica region of the country. A key approach has been the development and support of *hogares familiares* – low-cost, community-based and para-professionally run centres for the care, nutrition and education of pre-school children. Drawing on this experience, the Colombian Institute for Family Welfare (ICBF) has started a national programme using such centres to reach 1.5 million children. The University is collaborating in this programme in the Costa Atlántica region by providing training and technical support. The overall aim is to ensure that the emerging *hogares* offer a genuinely developmental, not merely custodial, experience for children.

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**Centro Internacional de Educación y Desarrollo Humano** (CINDE)
(International Centre for Education and Human Development)

CINDE Resource and Documentation Centre

1987 – 1992

With a growing number of projects in Latin America, and an increasing amount of information and educational materials being produced by them, it has become important to establish a more coherent information exchange. CINDE, whose work in the information field is fortified by practical project work in highly disadvantaged rural areas in Colombia, has set up a resource and documentation centre for innovations in early childhood care and education. The centre collates, extracts and circulates reports, articles and other specialised materials. It also organises workshops to disseminate relevant information both within the network of Foundation-supported projects and to other projects and institutions working in the field of early childhood care and education in Latin America.

**Departamento Administrativo de Bienestar Social** (Department of Social Welfare)

*Ciudad Bolivar*

1988 – 1992

In eight areas of Bogotá which have been designated as being in need of special attention, neighbourhood centres *(casas vecinales)* have developed for pre-school children. The project is introducing a phased training programme for the staff and volunteers of these centres to improve the quality of education and care for pre-school children. The training programme operates partly through seminars and workshops and partly through in-service activities. Parent education programmes to bring about better health and nutritional conditions for children are also organised, and efforts are being made to promote greater community participation in the *casas vecinales*.

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## Dominica

**The Social Centre**

Children of adolescent parents

1986 – 1992

The project is aimed at teenagers on an island where 35 per cent of the population is aged under 20 and nearly half the female population are single parents. The objective is to improve the knowledge and skills of teenagers – with or without children – in child development, self-awareness, health and nutrition. There is a centrally-based programme at the Social Centre in Roseau, where crèche facilities are available, and an outreach programme for teenagers living in rural areas. While most of the participants are young mothers, wherever possible their families and the children's fathers are also involved. Courses are also available to prepare young people for employment or small business activities.

## El Salvador

**Fé y Alegría**

Children of street vendors project

1989 – 1991

The continuing civil war in El Salvador has led to more than 600,000 people being displaced, largely to urban areas. A high proportion are women and children and in order to survive many of the women try to make a meagre living by selling fruit and vegetables in the street markets. The children usually accompany their mothers to the market, where they have little chance to play or to learn. Most of the children do not attend primary school, and start working themselves by the age of seven. The project is establishing a Child Development Centre a short distance from the central market of Soyapango, a densely populated industrial suburb east of San Salvador. It is operating a day care programme for the children while involving the mothers in all aspects of the Centre.

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**Universidad Centro-Americana José Simeón Cañas**

Parent education programme

1989 – 1991

The social services department of the *Universidad Centro-Americana* (UCA) is developing a pilot community-based parent education programme in three marginal areas of San Salvador. Local people are identified and trained to work with parents of young children to help them to understand the importance of paying attention to the educational, social and physical development of their children and what, in the light of prevailing conditions, they can do to improve it. Materials are being developed which focus on issues related to physical and mental health, nutrition, early stimulation and literacy.

## France

**Association Collectifs Enfants-Parents** (ACEP)

ACEP parent-run pre-school centres

1986 – 1992

ACEP is a national federation of over 600 day care centres initiated and managed by parents, where parents and professionals work together on a partnership basis. In a first phase the project set up pilot centres in four different types of community where immigrant and indigenous parents and child care professionals are together managing and running varied forms of child care facilities as well as setting up links with other local services. In a second phase the project is disseminating its approach at local, regional and national levels. It is hoped to set up another 30 crèches parentales in disadvantaged areas together with a technical and pedagogical support system. On a national level ACEP is undertaking advocacy on behalf of young children in social intervention and prevention programmes and influencing policies and training to ensure that the necessity of parental involvement is accepted and to enhance the process of social integration for disadvantaged families.

**Relais Enfants-Parents**

*Relais Enfants-Parents (REP) - Cellule National*

1990 – 1993

REP was established in 1986 to concentrate on the specific needs and interests of children who are abruptly separated from their parents because of imprisonment. Work is undertaken in prisons with mothers and fathers; with institutions and families that are caring for the children; and with judges and administrators and staff of prisons. With the support of the Foundation, REP is creating a *Cellule National* which has a support and coordination function for regional groups. The

objectives include training, evaluation and research as well as advocacy in order to inform the public and policy makers about the needs of the 140,000 or so children and their parents whose circumstances are generally misunderstood or even ignored.

## Germany

**Forschungsgruppe Modellprojekte** (Research Group for Model Projects)

Turkish children and mothers

1985 – 1991

People of Turkish origin form the largest single group of foreign workers in West Germany. Integration with the host society has been difficult, especially for young children and their mothers. During its first phase, the project initiated mother and child pre-school activities in a primary school which have served as a model for other schools working with minority groups. The project also initiated a number of creative cultural activities and provided language, health and other courses for mothers. In its current phase, the project is continuing these activities while intensifying contact with other bodies involved with the Turkish immigrants who wish to cooperate with the project or who need advice on working with minority children and families. Attention is being given to the development of educational materials and helping primary school teachers understand the needs of immigrant children through workshops and training seminars.

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## Ireland

**Udarás na Gaeltachta** (State Development Agency for Gaelic-Speaking Regions)

Children in the *Gaeltacht*

1984 – 1991

The project began in 1979 in the economically-depressed islands on the west coast of Ireland. It now works in all the Gaelic-speaking areas of Ireland. Activities aim at instilling an understanding of and commitment to the importance of parents in their children's development. A home visiting scheme for parents of children aged 0-5 years is carried out by mothers from the same localities. Work with schools has succeeded in encouraging special programmes for parents and children before primary school entrance and in the first years of school. The values and traditions of the Gaelic language and culture are emphasised.

**Togher Pre-School and Family Centre**

Togher Family Centre

1989 – 1991

The Togher area of Cork city comprises public housing estates and a population with an unemployment rate above 50 per cent. A pre-school, set up in 1983, became the basis for the Togher Family Centre which was set up in 1986. Members of the community are involved in the management and running of the Centre. The project supports and develops programmes such as the crèche, pre-school, family education, and activities for adults. Emphasis is given to training parent volunteers, organisational development, programmes for children about to enter the formal school system, and outreach to other similar centres in Cork.

## Israel

**The Association of the Education and Development Project**

Early childhood and parent education in the Negev

1981 – 1992

Starting in 1981, a series of parent-oriented educational activities was developed in Sderot, a Development Town in the Negev in southern Israel. Some of these activities are now being extended to other towns in the Negev which face a similar range of socio-economic hardships. Implementation of programmes is based on local needs and includes pre-school facilities for 0 to 6 year olds; enrichment activities for primary school children; programmes in community centres and health clinics; and home visiting schemes. These all involve parents and specially trained para-professionals from the same communities.

**Trust for Early Childhood Family and Community Education Programmes**

Arab communities project

1985 – 1991

Based on the experience of the East Jerusalem project (see below), the Trust in its first phase identified four locations where comprehensive education services for pre-school children linked with home-based family support programmes were needed and where there was a readiness on the part of local leaders to become involved. Through para-professional training, family day care centres, home intervention and leadership courses, it was possible to reach a target audience of more than 5,000 families. A series of newsletters on child-related topics for mothers and families also had considerable impact with a circulation of 15,000 copies. In its second phase, the project is increasing the number of communities involved, strengthening its training programmes, introducing the concept of the community school within existing primary schools, and further developing written and audio-visual materials.

**The Association for the Advancement of the Ethiopian Family and Child in Israel**

*Beta Yisrael* project

1985 – 1991

The *Beta Yisrael* consists of some 12,000 Ethiopian Jews who have settled in Israel since the mid-1970s, many during the drought and famine of 1984-85. Many families found the experience of adjusting to their new homeland traumatic. During its first three years the project, which is located in Beer Sheva, developed a range of community-based child and family oriented programmes including cooperative pre-schools, enrichment programmes, home visiting services, group work for parents and adolescents, and a health education programme. Ethiopian women, trained as para-professionals, implement many aspects of these programmes. In a second phase, the project is extending the range of its programmes throughout Beer Sheva; intensifying its home visiting programme; instituting a training programme for health and education workers; and expanding its health education activities.

**The Trust of Programmes for Early Childhood, Family and Community Education, Ltd.**

East Jerusalem project — 1986 – 1991

Between 1979 and 1985, the project has developed a unique educational model, linking centre and community-based activities for young children and families in deprived neighbourhoods of the Old City of Jerusalem. Among the programme's many innovative elements were the development of a training system for para-professionals, the extension of the 'parent' concept to include older sisters, the involvement of fathers and adolescent boys, and a productive role for the elderly. The experience in East Jerusalem led to the setting up of a new project to reach out to other Arab communities (see above) and the activities in East Jerusalem are now being consolidated and institutionalised.

**Association for community and education in Acre (YAHAD)**

Acre project — 1986 – 1993

Acre, in northern Israel, has poor housing, high unemployment and a lack of adequate educational facilities. The town's population is mixed Jewish/Arab and the project is working with both Arab and Jewish parents, children and other community members in an effort to overcome some of the problems affecting young children. Working initially in one neighbourhood, various activities were developed including child care, informal pre-school enrichment, resource provision, community organisation and multi-disciplinary training for para-professionals. In a second phase the programme is reaching out to other neighbourhoods and promoting links with local agencies.



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**Israel Association of Community Centres** (MATNAS)

MATNAS project — 1989 – 1992

The Association is responsible for some 150 multi-purpose community centres in Israel, mainly located in Development Towns and depressed urban neighbourhoods. About half of these centres run varying types of early childhood and parent education programmes and the aim of the project is to develop a range of activities to suit the needs of professional and para-professional staff and parents. The project is working at both local and national levels and is using the accumulated knowledge and experience of other Foundation-supported programmes in Israel specifically to encourage early childhood work which promotes the involvement of families and communities.

## Italy

**Comune di Milano, Ripartizione Educazione** (Municipality of Milan, Education Department)

*Tempo per le Famiglie* — 1985 – 1991

Although the City of Milan has excellent day care services for children aged 3 to 6, their high cost and the fact that many mothers of children aged 0 to 3 do not work outside the home, led the Education Department to set up a pilot family support centre for both children and caregivers, *Tempo per le Famiglie* (family time), in one of Milan's working class districts. Foundation support during the first phase of the Centre's operation enabled the development of an enrichment programme for children, support and education for parents, training of para-professionals, and the interaction of education and social service professionals with parents. In its current phase, six new centres are being established; the training programme for professionals and para-professionals is being further developed and refined; and the centres have become part of the City's institutional childcare programme.

**Istituto per la Promozione dello Sviluppo Economico e Sociale** (ISPES)
(Institute for Economic and Social Development)

*Programma Infanzia* – Basilicata — 1986 – 1992

Basilicata, in southern Italy, is mountainous, thinly populated and offers few employment opportunities. Based on the experience gained by ISPES in a project supported by the Foundation until 1986 in neighbouring Mingardo, the project aims at a comprehensive policy for the care and education of young children. The objective is to introduce new ways of working in the Health and Education sectors with the

overall goal of better coordination and cooperation within and between the two services, while at the same time sensitizing parents and community members to their own capacities for involvement in the process. Project activities range from training and upgrading of professionals and key people in the institutions, producing learning materials, to launching parent education experiments and backing up local initiatives, such as Cooperatives for Social Work, throughout the region.

**Associazione dei Comuni Molisani**

Molise programme — 1987 – 1993

Communities in the Molise region tend to be small, unemployment is high, and services such as health and education are scarce and deficient. In the early 1980s some 90 municipalities were assisted by the region to employ unemployed teachers as animatori culturali and, since 1987, the project has been using these workers as the spearhead of a regional endeavour to mobilise and make full use of existing local resources for young children. In each of 20 communities a wide range of child oriented activities have been developed by local support groups, links have been forged with schools and health services, and Molise now has a Regional Council for Minors' Affairs to promote the rights and wellbeing of children. In a second phase more communities are being involved, a health education programme is being designed and implemented and parents and community members will play increasing roles in the planning, implementation and evaluation of all activities.

**University of Bologna**

Po Delta project — 1987 – 1991

The Po Delta is a relatively depressed, predominantly agricultural rural area, with high unemployment rates. A low level of coverage of pre-school education in the area has resulted in exceptionally high school failure and drop-out rates in primary and secondary education. Together with the Education Department of the Emilia Romagna Region, the University of Bologna is developing a controlled experimental project operating in five communities. The objective is to elaborate adjustable models of early education for children from 0 to 6 years of age. Activities are being developed in response to the varying needs of these

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children and their families and make use of the resources of the family, the community and existing educational and social services. Members of the communities have been involved from the planning stage, and parents are encouraged to participate in planning of action and running activities at each of the five centres which have been created.

## Jamaica

**University of the West Indies**

Teenage mothers project — 1986 – 1992

Many babies in Jamaica are born to teenage mothers and the social, economic and personal consequences for the mothers and their children can be disastrous. Low birth-weights, malnutrition and illness are common among these highly disadvantaged infants and there is a need to provide young mothers with support and education in child rearing.

The project has established a residential day care centre with facilities for academic and vocational training for teenage mothers which is developing preventive outreach programmes for adolescents in the area's secondary schools. Another centre, based at a health clinic, provides day care and academic training for mothers as well as a home visiting programme.



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**University of the West Indies**

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| Advanced Studies in early childhood education | 1987 – 1993<br><br>In recognition of the fact that in Jamaica and the rest of the Caribbean, as in many other countries, training for teachers in early childhood education is generally at a low level, the University of the West Indies has designed a part-time Bachelor of Education course specifically for early childhood education personnel. The course, which runs for six weeks each summer over a period of six years, aims to train a cadre of specialist personnel who will provide leadership in early childhood education in the region. |

**Ministry of Education/University of the West Indies**

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| North Coast project | 1987 – 1993<br><br>The Foundation has supported a series of projects since 1966 which were designed to raise the level of Jamaica's Basic Schools – all run by their local communities. The current project, based at a teacher training college, is developing a residential training course for Basic School teachers and offering specific support to teachers setting up and running Resource Centres. These aid Basic School teacher development and stress the need to give greater attention to increasing parental understanding of child development and to improving nutrition. Basic Schools originally catered for 4 to 6 year olds but increasing attendance by 3 year olds has led the project to develop a curriculum for this age group which includes developing an associated training programme for teachers and suitable materials. |

## Japan

**Shakaifukushi-Hojin Betaniya Home** (Social Welfare Council, Bethany Home)

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| Services for mothers and children in refuge centres | 1986 – 1992<br><br>The growth in the number of single-parent families in Japan has led to the need for readjustments in ways of thinking about and coping with women and children who are virtually cut off from their families. The Bethany Home is one of several hundred similar voluntary institutions in Japan working with mothers, and it works mainly in a residential setting. With Foundation support its first phase concentrated on renewing and consolidating several existing programmes to help these |

families. In a second phase, the Home is developing its training programmes for workers and improving services for single parent families during and after their stay. Emphasis is being placed on extending services into the community and on the adoption of new methods in other settings throughout greater Tokyo.

## Kenya

**Ministry of Education** and **Kenya Institute of Education**

NACECE/DICECE Programme

1984 – 1994

The National Centre for Early Childhood Education (NACECE), based at the Kenya Institute of Education in Nairobi, coordinates and supports early childhood teams throughout the country. Working through District Centres for Early Childhood Education (DICECEs), the programme provides training for pre-school teachers and those who train them; helps to develop curricula and teaching methods adapted to the language, culture and traditions of local communities; encourages research and evaluation activities; and emphasises the involvement of parents and the local community in all aspects of pre-schools. This includes building, equipping and managing pre-schools, providing resources and materials, and contributing to the curriculum. Training provided by NACECE/DICECEs is usually in-service and is located in the localities and schools where people work.

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**National Centre for Early Childhood Education** and **Samburu County Council**

Samburu project

1989 – 1992

The Samburu people, living in the northern part of Kenya, are by tradition nomadic with a subsistence economy based on cattle. Demographic changes, drought and disease have decimated the herds and led to radical changes in the way of life. The project, initially concentrating on three areas, is working with families, communities and existing services to develop programmes which will improve the quality of life of young children. Particular attention is being given to: education; environmental and personal hygiene; food production and conservation; nutrition; health; and an understanding of traditional survival skills in the context of the culture and traditions of the Samburu people.

## Lesotho

**Ministry of Education**

Early childhood development programme

1989 – 1991

Lesotho's population is largely rural and living in remote mountainous areas with few services. Early childhood development centres have been established by local communities in much of the country and are supported by the Early Childhood Division of the Ministry of





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Education. Resource people have been identified in each region of the country who can pass on to local leaders, teachers, parents and communities information about the developmental and other needs of young children and ways of meeting them that are appropriate to local culture and traditions. The Early Childhood Division supports the programme with training, curriculum development, supervision and registration of centres, materials making workshops, and advocacy in the media and through traditional means in order to create greater awareness nationally and locally of the needs of young children.

## Malaysia

**Kementerian Kebajikan Masyarakat** (Ministry of Welfare Services)

Alternative child care project

1984 – 1992

After a 1982 nationwide sample survey revealed that the quality of child care services available was uneven, the Ministry of Welfare Services implemented a new child care centre law. To realise this the project, initiated by the Ministry, has provided training programmes for 140 government staff and more than 300 workers in child care centres in plantation areas, villages and in the capital, Kuala Lumpur. The training capacity is being strengthened and broadened with the establishment of training and development teams in each of the country's states. They concentrate on health, hygiene, support for children, interaction with children and general management of child care services.

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## Mexico

**Secretaría de Educación Pública, Dirección de Educación Inicial**
(Department of Public Education, Unit of Early Education)

*Proyecto Alalil*

1990 – 1993

A new project in five southern states of Mexico, based on a previous Foundation-supported project, will target the disadvantaged indigenous children and families. The education system, materials and methodology have always been heavily centralised and based on conditions in Mexico City, regardless of the country's wide cultural differences. The project will concentrate on indigenous children and families, and will include early stimulation, parent and community guidance, and health and hygiene education. New materials and methodologies will be developed and used by promotoras who will receive in-service training.

**Comisión Mexicana de Ayuda a Refugiados (COMAR)**
(Mexico Commission of Assistance to Refugees)

*Educación Inicial del Niño Refugiado*

1990 – 1993

Over the last decade violence and discrimination against indigenous groups in Guatemala has caused approximately 40,000 people from Indian communities there to flee over the border into Mexico. Many refugees arriving in Mexico suffer from health and nutrition problems, trauma, and have broken families. Most of the refugees are unable to speak Spanish and therefore have difficulty in starting to build a life in Mexico. COMAR plans to work with the refugees to stimulate non-formal initial education using a network of *promotores* which has already emerged in the refugee community. The project will concentrate on parent education, early stimulation, health and nutrition aspects and will help parents in trying to understand and improve the psychological conditions of their children.

## Morocco

**Université Mohammed V** (Mohammed V University, Faculty of Education Sciences)

Atfale

1990 – 1994

*Atfale* is the Arabic word for children and is also an acronym for *Alliance de Travail dans la Formation et de l'Action pour l'Enfance*, which means Union of Work in the Education and Action for Children. The project is focusing on producing low-cost educational materials,

and in-service training of pre-school teachers. It will also play a central conceptual and support role in building up a national network of pre-school education. Through close cooperation with the Ministry of Education, the project hopes to improve training capacity and further develop the concept of pre-school education in Morocco.

**Ministère de l'Education** (Ministry of Education)

Koranic Pre-Schools — 1990 – 1994

The Koranic school system in Morocco, based on the teachings of Islam, incorporates over 34,000 schools. While privately run, the Department of Primary Education at the Ministry of Education has pedagogical supervision. The Ministry initiated this project to upgrade the quality of the Koranic pre-schools, which range from the traditional to the modern, within the cultural and religious traditions of Morocco. An in-service training programme, using a new concept of pre-school education, will be introduced in seven districts. In each one, two schools will be selected to become pilot schools to serve as demonstration models and resource centres for pre-school teachers and supervisors. Particular emphasis is being put on the transition from pre-school to primary school, and on the production of low-cost educational materials.

## Mozambique

**Secretaría do Estado de Acção Social** (State Secretariat for Social Action)

Hulene project — 1989 – 1994

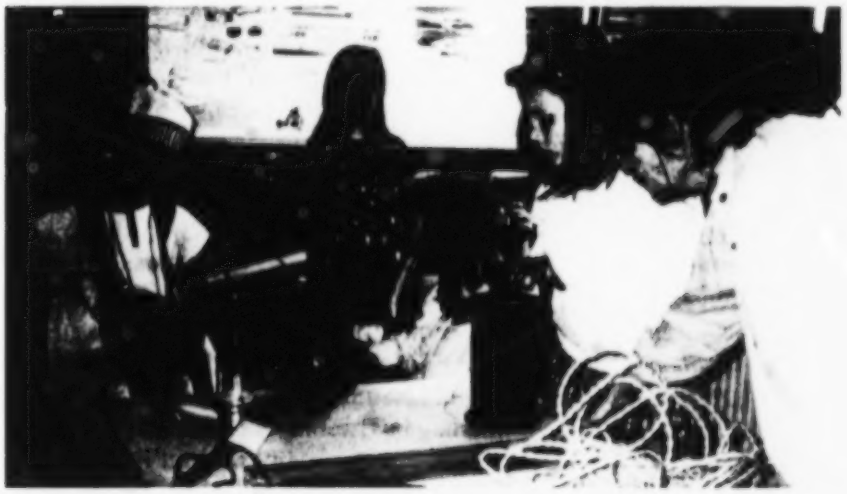
Hulene is a neighbourhood 10 kilometres from the capital, Maputo. Its 50,000 inhabitants include many people from other parts of the country who have sought refuge from the war, drought and other natural disasters. Some 7,000 children aged 2 to 7 attend the escolinhas which have been set up by members of the community. The project is developing training programmes for the animadores working in the *escolinhas*, mostly young women, and testing a relevant early childhood curriculum. These activities are part of an integrated development programme which includes food production, health and nutrition, leadership training and other forms of adult education.

**Associação dos Amigos da Ilha de Moçambique** (AAIM),
(Association of the Friends of the Isle of Mozambique)

Community-based early childhood development

1990 – 1993

The district *Ilha de Moçambique* comprises an island off the north east coast of Mozambique and a part of the adjacent mainland. The *Ilha* has a unique cultural heritage, and its multi-ethnic population – African, European, Indian and Arab – has increased from 40,000 to approximately 50,000 as a result of the war. There are no day care facilities, and younger children are looked after by older siblings while their parents are working. Health, hygiene and nutrition levels are poor, with 43 per cent of the children suffering from malnutrition. The project will stimulate community organisation, set up day care centres, run parent education programmes, and try to improve health and hygiene. Parent education will focus on child development and nutrition; training for women from the community to become monitors in the day care centres will be based on using locally available materials. The project is also being sponsored by the Commission of European Communities.



## The Netherlands

**Museum voor het Onderwijs** (Museum of Education)

Museon

1985 – 1992

The Museum provides educational services to schools and focuses on the theme 'Man and His World'. Traditionally catering to the 9-18 age group, the Museum is now reaching out to younger children. The



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project has developed support materials for teachers of these children based on the daily lives of children in the Sahel region of Africa, and is using the Museum setting to develop expertise in the use of Museum facilities. Some 5,000 young children are visiting the exhibition each year in school groups as part of the programme while many others visit independently with their families. The overall aim is to enhance the multicultural perspective in education, and the children's awareness of the world as an interdependent system.

**Stichting het Kind in de Buurt, Groningen**
(Child and Neighbourhood Foundation, Groningen)

Young families at risk — 1985 – 1991

In the northern provinces of The Netherlands an estimated 25 per cent of the labour force is unemployed. With the breakdown of the traditional family structure families headed by teenage parents, often single, are becoming common. The first phase of the project, based in the province of Groningen, addressed the problems faced by such families by training adolescents in parenting techniques through practical activities and observation in neighbourhood crèches. Audiovisual materials are used to train caregivers, and programmes for babies and toddlers have been developed to structurally enrich their developmental possibilities. As part of a preventive programme, adolescents in vocational schools have developed teaching materials on teenage parenthood. In a second phase, the project is extending its work to neighbouring provinces, and refining and implementing a curriculum with related materials to enable teachers in vocational schools to instil in their students a deeper understanding and interest in child development.

**Stichting Samenspel Rotterdam** (Joint Action Foundation)

*Samenspel* — 1989 – 1992

The project works in two inner city areas of Rotterdam designated as Educational Priority Areas by the Ministries of Education and Social Welfare. Poor housing, high unemployment and school failure are features of the areas and some 40 per cent of children aged 0 to 4 are of Moroccan and Turkish origin. The overall aim is to develop an intercultural early childhood care and education programme and build up capacity in the children's parents and the staff of playgroups. Organisations of Moroccan and Turkish immigrants are involved in the management of the project and women from these communities are trained alongside established Dutch playgroup workers, many of whom have little or no experience in working in multicultural settings.

**Stichting het Kind in de Buurt, Limburg** (Child and Neighbourhood Foundation, Limburg)

Young families at risk — 1990 – 1992

Following the pioneering work of the project of the same name in the north of the country (see above), a similar Foundation established in the southern province of Limburg is introducing similar methodologies in day care centres and vocational schools in the town of Maastricht. Working in cooperation with the team in Groningen, it is assisting institutions and agencies to respond to the needs of young children and their parents, staff of day care centres, and students in vocational schools.

**Nederlands Instituut voor Zorg en Welzijn** (NIZW) (Netherlands Institute of Care and Welfare), in cooperation with the **Kruisvereniging** (Home Care Association)

Child Development Programme — 1991 – 1994

Early childhood health care in The Netherlands is carried out by non-governmental organisations called *kruisverenigingen*, which serve more than 60 per cent of the population. Although the staff of the *kruisverenigingen* are highly experienced, they are unable to reach disadvantaged families effectively. A pilot project has been started in two areas to improve the work with families with children of 0 to 4 years. Mothers from these communities will be trained as voluntary home visitors. It is hoped that their contact with families in their community will stimulate parents to join the programme. The aim is to eventually incorporate the programme into the regular services of the *kruisverenigingen*. The pilot project draws on experience gained in other Foundation-supported projects in the UK and Ireland.

## Netherlands Antilles

**Centro pa Desaroyo di Antias** (SEDE Antia)
(Centre for the Development of The Netherlands Antilles)

Sede Antia project — 1986 – 1992

The status of The Netherlands Antilles as part of The Netherlands and the adoption of Dutch as the official language have kept the islands apart from educational developments elsewhere in the Caribbean. Increasing numbers of mothers are seeking paid work to help their families survive. At the same time extended and nuclear families are giving way to one parent households. Various forms of day care provide for only 25 per cent of the 0 to 4 year olds. Working with existing day care facilities, the project organises courses in child

development for different levels of staff and encourages parental involvement in the work of day care centres. Modern curricula, appropriate to the needs of each island, and appropriate learning materials are being developed. A Training and Resource centre has been established in Curaçao which, it is hoped, will pursue similar activities for the other islands.

## New Zealand

**Ministry of Education**

*Anau Ako Pasifika*

1988 – 1991

More than 120,000 people from the Pacific Islands of Samoa, the Cook Islands, Niue, Tonga, the Tokelau Islands and Fiji live in New Zealand and, with their children, make up three per cent of the population. Drawn originally to New Zealand by the prospects of employment, the adults now face job losses in the light of economic recession. The project is training and upgrading para-professional Islanders working in community-based day care centres, as well as supporting a home-based programme to improve health practices, nutrition, and parenting skills. Much of the work is carried out in language nests catering for all ages from new-born babies to grandparents. Activities focus on the language and traditions of the home islands as well as on the English language and what is to be found in the local environment.

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## Nicaragua

**Ministerio de Educación** (Ministry of Education)

Rural education project — 1990 – 1993

During the first two phases of the project between 1981 and 1989, efforts were concentrated on the construction of adequate infrastructure and developing a possible model for community-based pre-schools in four of the country's six regions. The pre-schools use local mothers trained as para-professionals, with an extension staffed by student volunteers under the guidance of professional teachers and staff of the Ministry of Education. The project is increasingly operating from community centres and facilities, and private homes. In its current phase, in spite of fundamental changes in the public sector as a consequence of a change of government in 1990, the project has expanded to more communities in other parts of the country. It is working to refine the training courses and to increase the involvement of parents and community members to create a more supportive environment for the young child.

**Centro de Educación y Comunicación Popular** (CANTERA)

*Ciudad Sandino* — 1989 – 1991

Ciudad Sandino is a highly disadvantaged municipality close to Nicaragua's capital, Managua. Its 66,000 inhabitants live in conditions of extreme poverty, lacking practically all basic services. Many children are at risk, confronting malnutrition, severe neglect, abandonment, violence and sexual abuse. The project is involving the community in finding solutions to these problems. Community members, particularly adolescents, are being trained to work with parents and children at risk, and an educational programme for parents focuses on their personal and family problems and how these affect the development of their children.



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## Nigeria

**UNICEF (Nigeria)**

Nigeria child development programme

1987 – 1992

UNICEF has been working with the Federal Government of Nigeria through the Federal Ministry of Education and one of its parastatals, the Nigerian Educational Research and Development Council, to develop alternative community-based, low cost approaches to early childhood care and development. The programme's social mobilisation approach involves all those who look after young children – mothers, siblings and other caregivers – and emphasises child development, health and nutrition, the use of locally relevant materials, and the reinforcement of local languages and traditional cultures. In 1991 the number of Local Government Areas involved is increasing from five to 16. The programme is part of a wider initiative involving different sectors and ministries which promotes rural development and aims to lessen the heavy burden of food production and processing which falls on women and children.

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**Organisation Mondiale pour l'Education Préscolaire** (OMEP, Nigeria)

Mushin Community Day Care

1991 – 1994

Large shanty towns have developed in Lagos, Nigeria's capital, as housing provision cannot keep up with the numbers of people arriving from rural areas. Living conditions in Mushin, one of the most deprived areas, are impoverished and overcrowded. Ill health and poor nutrition are common, and most families subsist on minimal earnings from street trading, in which children often participate. As parents work long hours there is heavy demand for child care. Existing child care centres are overcrowded, have few resources and the care givers are often untrained. OMEP, with Foundation support, intends to improve the education and care of children through providing skills development and learning opportunities to the care givers, and training to produce low-cost learning materials. Contacts will be made with families, local services and community groups to create a support network for the care givers and families of Mushin.

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## Pakistan: special project with refugees

**International Rescue Committee**

Afghan refugees project 1987 – 1993

Up to five million Afghans have sought refuge in neighbouring Pakistan since the 1979 Soviet intervention in their country. Many of them come from rural areas and are largely illiterate. Their physical condition is poor, with widespread malnutrition and general health problems. Children especially lack stimulation and support. The project is stimulating the overall development of the children and working to strengthen the mothers' role as prime educators, through the development of early childhood facilities in conjunction with health services and the training of para-professionals to work with the mothers and children. Special attention is given to improving health and nutrition.

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## Peru

**Instituto Nacional de Investigación y Desarrollo de la Educación** (INIDE)
(National Institute for Educational Research and Development)

National non-formal education programme

1990 – 1994

Since 1979, what began as a pre-school project in Ate-Vitarte near Lima has developed into a comprehensive system of training and support for the non-formal sector. The programme involves the training of local women as animadoras, the development of a culturally relevant curriculum, involvement of parents and communities in their children's education, and the training of professionals who supervise and coordinate non-formal pre-school education programmes. Semi-autonomous training teams have been set up in four of Peru's 12 regions. Since 1987, the work, carried out by INIDE, has included the first years of primary school and adaptation of curricula in teacher training colleges.

## Portugal

**In Loco**

RADIAL (*Rede de Apoio ao Desenvolvimento Integrado do Algarve* – Support Network for Children and Community Development in the Algarve)

1990 – 1995

Opportunities in the rural hinterland of the Algarve are few and many young adults leave home to work in the tourist industry on the coast or elsewhere. Young children are often brought up by members of the extended family and have limited educational and employment prospects. Originally based at the Polytechnic Institute of Faro, RADIAL



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has developed four village-based community associations which manage local children's centres. Educational and cultural activities are arranged for children as well as for adults – teachers, parents, local leaders, grandparents and siblings. A mobile support team visits small hamlets where trained professionals work with mothers and children in small groups. RADIAL has also helped to set up vocational courses which led to the establishment of business enterprises, thus encouraging economic development in the area. In all activities, the project draws heavily on the rich cultural resources of the Algarve.

During the current phase, provision of further centres for children throughout the region will be carried out as an integral part of In Loco's advisory services to local government and NGOs on general socio-economic development.

**Instituto de Estudos para o Desenvolvimento** (Institute of Development Studies)

ECO project

1986 – 1991

A 1980 study showed that 49 per cent of children from deprived urban neighbourhoods failed in the first grades of school. An initial phase of the project began in 1983 to work with four schools in two working class neighbourhoods in Lisbon to develop innovative and community-oriented methods to change what were seen as backward and unsympathetic pedagogical practices of elementary school teachers. In a second phase which began in 1986, the project was able to extend its strategy – including the design and publication of support materials,

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in-service training and the organisation of seminars for policy makers and leaders of teacher training colleges – to 17 schools in three areas of the country. In its current third phase, which began in 1988, the project is working closely with the Ministry of Education to achieve a national impact for the project's work through teacher education programmes.

## Singapore

### National Trades Union Congress (NTUC)

Alternative child care services

1986 – 1992

Increasingly more children in Singapore need day care services as more women enter the work force as a result of a declining birthrate and a labour shortage. The NTUC, with Government and Foundation assistance, has set up child care centres in the empty ground floor spaces beneath the multi-storey apartment buildings in which most families live. The centres are available to the children of low-income families where both parents work. Activities include toy and book libraries, story telling sessions, parent-teacher groups and a scheme where elder brothers and sisters come to the centre and become involved in activities with the children.

### Institute of Education

Singapore IE

1986 – 1992

Research carried out by the Institute since 1983 has provided the first comprehensive data on the social and cognitive development of children in Singapore. The project is now working to upgrade pre-school teachers' skills. An 18-month course for teachers and supervisors from 40 different pre-schools has been organised in which they attend weekly workshops at the Institute for five months followed by regular workshops and supervision in their own pre-schools. Teachers participating in the Institute's workshops are encouraged to share what they learn with their colleagues. The project is also disseminating its findings to professionals and parents through public seminars, publications and a mass media programme including a series of television programmes on early childhood.

# South Africa

## Community Education and Development Trust

Chatsworth Early Learning Centre

1984 – 1995

The Early Learning Centre (ELC), in the Durban suburb of Chatsworth, was established in 1978. It provides training for teachers of preparatory classes attached to primary schools, supports childminding activities, runs parent groups and organises playgroups in townships around Durban. Community activities include health education for adults, medical screening of pre-school children and a variety of adult education courses. During the current phase, work in the field of child advocacy and support of children's rights will be expanded.

## Entokozweni Early Learning and Community Services Centre

Entokozweni project

1986 – 1995

The Early Learning and Community Services Centre was set up in 1974 in Soweto, the country's largest black urban community. It caters for children from 0 to 6 years, and its programme of activities is geared towards providing care and stimulating cognitive development. To cope with the demand for trained pre-school staff, training workshops and demonstration classes are organised for pre-school workers. A childminding programme is linked to the project, where childminders are trained and receive support, while a home-based playgroup programme benefits from project trained home visitors who focus on health and nutrition as well as educational activities. Programmes for parents help to increase their confidence with children and strengthen them in their educational role.

## Centre for Social Development, Rhodes University

Grahamstown project

1984 – 1995

The Centre for Social Development is involved in training pre-school teachers, building community support structures and organising parent committees so that the schools concerned can function as independently as possible. The Centre also works with home care groups and trains childminders. Outreach activities have resulted in the establishment and support of farm-based pre-schools in the rural areas around Grahamstown. Further work is being undertaken on the development of theme-based packages for use in pre-schools and home care groups and on a parent education programme in health clinics and pre-schools.

**East London and Border Association for Early Childhood Educare**

Border Early Learning Centre, East London

1987 – 1995

This project expands the work of an earlier Foundation-supported project by providing in-service training for pre-school teachers in the East London and Border area. It has a training programme with para-professionals in hospitals to support the overall development of children in their care, clinic-based activities for mothers, and a support programme for newly established pre-schools in the Eastern part of the Cape Province. The Centre's Teacher Educare course has been accredited by the South African Association for Early Childhood Educare and has set a standard for pre-school teacher training throughout the country. Satellite Centres have been successfully established in the region and taken over part of the training and support activities.

**Rural Pre-school Development Trust**

*Ntataise*

1981 – 1995

*Ntataise* (a South Sotho word meaning 'to lead a young child by the hand') began by training local women to work in farm-based pre-schools around Viljoenskroon in the Orange Free State. Several hundred para-professional pre-school teachers have either been trained at *Ntataise*'s own training centre, or receive support from *Ntataise* field



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workers. The project cooperates in rural outreach programmes with other Foundation-supported projects in Grahamstown, East London, Queenstown and Cape Town as well as with the Rural Foundation. More emphasis is being laid on community and parental involvement as well as on support for training, information and resources for rural early childhood programmes.

**Western Cape Foundation for Community Work**

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| FCW outreach project | 1987 – 1994 |

The Western Cape Foundation for Community Work (FCW) supports community organised pre-schools in and around the Western Cape and Capetown. It provides a variety of services related to young children and their families including: training of para-professionals and supervisors for pre-schools; support for home visiting programmes; training and support for home-based child minders; and advice and practical experience on curricula, toys and other materials. Communities wishing to set up their own early childhood centres are assisted with training programmes which enable them to initiate and manage all aspects of the task and eventually become autonomous.

**East London and Border Association for Early Childhood Educare**

| | |
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| Queenstown Early Learning Centre | 1989 – 1992 |

Queenstown is a rural town in the Eastern Cape about 200 km from the coast. Pre-schools in the town and surrounding villages have been set up by their local communities. For some years, the Early Learning Centre in East London has provided in-service training for pre-school teachers who are usually members of the same communities and have received no prior training. The Queenstown ELC was set up in early 1989 to take over these training activities and to give support to groups wishing to start new pre-schools. Such support also includes guidance to parent groups, management training for parent committees, and assistance in the selection and training of pre-school teachers.

**African Child Care Project**

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|---|---|
| Child care and support in northern Natal | 1990 – 1992 |

There are few pre-school facilities in the north of Natal Province and much of what exists is privately run in people's own homes. The African Child Care Project has established a pre-school in the town of Nongoma which provides a base for training activities throughout the area. Training is provided to para-professionals working in formal pre-schools as well as those running their own establishments.

Assistance is also being given to communities wishing to set up their own facilities while parent programmes help parents in their role as home educators. Health and nutritional aspects are emphasised and the project is working with hospitals and clinics in the area.

## Spain

**Municipality of Santa Fé** and the **Province of Granada**

Capitulaciones 92

1989 – 1992

Situated in Spain's poorest region, Andalucía, Santa Fé is a township of 12,000 inhabitants. Illiteracy in some rural areas of the region is as high as 65 per cent. Juvenile crime and vandalism are increasing and in recent years a greater proportion of women have begun to work outside the home. These factors have led to a recognition of the need to institute a process of educational change from the earliest years onwards aimed at reinforcing the role of parents as prime educators of their children. The project, based in a drop-in centre for children and families, is developing an integral approach to care and education for children aged 0 to 3 years which is distinctly different from traditional day care, lower in cost and socially useful. The project team is working in partnership with parents and local services to develop activities and learning materials relating to children's development, health and hygiene within the family and community.

**Education Department, City of Barcelona**

*Context Infancia*

1989 – 1992

The City of Barcelona is developing a new coordinated structure for early education covering children from 0 to 6 years of age. This experimental action-research project is located in two disadvantaged areas of the city where activities are being organised for 0 to 3 and 3 to 6 year olds. The aim is to develop a service which takes account of the personal needs of the children in their community contexts. This includes: adaptation of existing institutional structures; training and retraining of staff; the incorporation of health and hygiene; and the development of methods of involving parents and community members in children's activities and development. Opportunities are also provided for the early learning of the Catalan language where necessary.

## Surinam

**Stichting Surinaams Centrum voor Educatie en Training** (SUCET)
(Surinam Centre for Education and Training Foundation)

Latour Exploratory Study

1991 – 1992

As many single parent families living in the disadvantaged areas of Paramaribo, the capital of Surinam, have to work long hours, often far from home, their children find themselves unable to fit into the formal school system. Wastage rates among primary school children are extremely high. SUCET, a small non-governmental organisation, is exploring ways in which local resources, teachers, families and the community can be brought together to develop more effective family support. The study is being conducted in the suburb of Latour, a particularly disadvantaged area of the city. It is focusing primarily on improvements that can be made in the home environments of young children, with the aim of developing appropriate and sustainable programmes in a country where resources are scarce and the economy is unstable.

## Swaziland

**Ministry of Education**

Early childhood development project

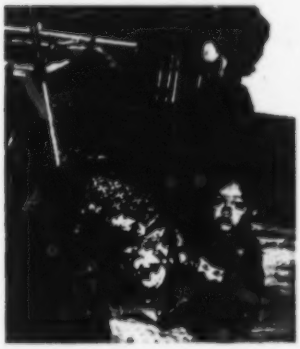
1990 – 1992

Swaziland has over 200 early childhood centres, many of them built by local communities and supported by parents. Many of the teachers in the centres are untrained due to lack of training opportunities. The project has been initiated to further develop existing training courses and design and implement new ones. Three regional training centres run pre- and in-service training courses while district supervisors follow up and reinforce training at the local level. The district supervisors are also setting up adult education and community action programmes focusing particularly on child rearing, feeding, and health issues.

# Thailand

**Redd Barna** (Save the Children Fund, Norway)

Refugees in Thailand — 1984 – 1992



Victims of the conflicts in Indochina living in refugee camps in Thailand frequently succumb to a situation of dependency, isolation, inactivity and depression. Their futures are uncertain: how long they will remain in the camps, whether they will return to their own country or be allowed to emigrate to a third country is unknown. Young children are, naturally, affected and the project, with Foundation support, is collaborating with *Ecoles sans Frontières* and Caring for Young Refugees to improve the quality of child care and education services for them as well as to stimulate self-help among the parents. The project's educational activities attempt to use children's everyday experiences to stimulate their all-round development.

**Redd Barna** (Save the Children Fund, Norway)

Khmer Women's Associations (KWA) — 1986 – 1991

Approximately 25 per cent of the displaced Kampucheans living in the Thai border camps are children under five years old. Educational opportunities for the children in the camps are limited, family structures are breaking down, fighting continues near the camps, the residents have no means of earning a living, and domestic violence caused by the pressure of camp life is common. The KWA is trying to improve the situation by running parenting classes, concentrating on early childhood education, and running literacy and skills training courses. It is working towards stimulating the active participation of women in camp life, and creating a stable family environment for the children.

**Save the Children Fund, UK**

Nongkhaem Garbage Dump — 1990 – 1993

The majority of the 2,000 inhabitants living around the Nongkhaem garbage dump on the outskirts of Bangkok are dependent on the dump for their livelihood. The lives of the children are precarious with many of them suffering respiratory illnesses and malnutrition. Immunisation rates are low and neglect, abandonment and abuse of children are common, as is drug abuse among the children. The Foundation for Slum Child Care will set up a day care centre for children under five years to provide them with a safe and stimulating environment during the day. Community members will be trained in child care and

development to work in the centre. The children's health and nutritional status will be monitored and will be linked to a maternal and child health programme.

## Trinidad & Tobago

**Ministry of Education/Servol**

Servol – National Programme

1987 – 1993

Since 1987 Servol has been acting as the agent of the Ministry of Education in the pre-school field. Through a non-formal programme, local communities provide the basic physical and other support structures and Servol trains and supervises early childhood educators from those communities. Usually poorly qualified academically, the trainees learn not only about pedagogic issues but also skills which will enable them to be 'agents of change' within their communities. This involves emphasis on health and nutrition for children and adults; the involvement of parents and other community members in the life of the school; parent education; fundraising; coordination with local primary schools; attention to local environmental issues such as sanitation, electricity supplies or transport; and the organisation of community events and action. By the end of the current phase it is anticipated that some 220 pre-schools will be participating in the programme, all managed by local Community Boards of Education.

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## United Kingdom

### Strathclyde Regional Council

Partnership in education — 1983 – 1992

Starting in 1983 in the Priesthill area of Glasgow, the project worked in local primary schools and in the majority of local formal and informal pre-school centres. In its second phase, the project consolidated this work, and expanded its activities to two further areas of Glasgow. One of its most successful ventures has been the organisation of 'Family Nights' to encourage parent-child interaction. Other activities include establishing libraries and associated services to support children's reading; training and retraining of professionals and para-professionals; and encouraging and developing community initiatives which support young children. The project's outcomes are being disseminated throughout the Strathclyde region, and its contention is that a combination of professional retraining and specific actions at neighbourhood level can set in motion a process whereby, in communities, development will be triggered by drawing on the inner dynamic of local people.

### University of Bristol

Parent and Health Visitor child development programme — 1985 – 1993

The programme, begun in 1979, has stimulated professional health visitors to re-think their attitudes and modes of work. Educational know-how and a new philosophy of empowerment has led to the development of sensitive, non-dominant support by health visitors for parents living in deprived areas, fostering the parents' own skills and raising their self-esteem. The programme is now being implemented in 27 District Health Authorities and over 17,000 families are involved each year. During the current two-year phase the programme will become integrated into the University's Department of Social Work.

### University of Aberdeen

Young Families Now — 1986 – 1991

The project has sought to empower a former close-knit fishing community which has had problems in adapting to the economic and social changes brought about by the advent of the oil industry in Aberdeen. Parents and professionals worked together to develop new forms of learning opportunities for children and parents. The project provides opportunities for child, parent, and child-parent activities, with emphasis on support for community-based initiatives and the

development of local networks. The project's work is now being consolidated and networks are being widened through: regional training programmes, research and evaluation, and links with other Scottish projects.

**123 Community House**

123 House

1987 – 1994

The 123 House, a community resource situated in a district affected by the sectarian conflicts in Northern Ireland, supports parental involvement in areas of need defined by local families. It provides low-cost, community support for parents' self-help efforts in organising day care and out-of-school activities. Activities include a playgroup; a mother and toddler group with crèche; an after schools project for 5 to 12 year olds; play schemes for children during school holidays; a club for teenagers; and classes and discussion groups for parents. The 123 House works closely with a variety of organisations from the voluntary and statutory sectors concerned with early childhood development and is working towards becoming a cross-community organisation.

**Community Education Development Centre** (CEDC)

CEDC

1987 – 1991

The Community Education Development Centre's (CEDC) work combines training, educational publishing, research, and supportive services to children, young people and families on a national level. In consultation with the Foundation and Foundation-supported projects in the United Kingdom, CEDC's Family Education Unit providing support for strengthening work in the area of early childhood care and family education. This includes development work in the area of accreditation for early childhood workers.

**Guth nam Parant** (Voice of the Parents)

*Guth nam Parant* 1991 – 1994

Most of the people in the Western Isles of Scotland live in isolated fishing or crofting communities. The high level of unemployment has forced many of the men to live and work on the Scottish mainland, away from home. Isolation is therefore a major issue. *Guth nam Parant*, a parent run association of pre-school groups, is encouraging parents to become involved in their childrens' education through outings, workshops and publishing a parents' newsletter. The Association, through it's fieldworker staff, is also extending the network of parents groups, supporting playgroups and training parents in child development. Many of the groups are Gaelic speaking and therefore require additional support and specific training of their own. *Guth nam Parant* is helping to demonstrate that the unique language and culture of the Western Isles can be used to overcome many of the problems traditionally identified with 'disadvantage'.

**Save the Children Fund**

Cynon Valley 1991 – 1994

The dramatic collapse of the coal mining industry over the last 15 years has left some of the 'valleys' of Wales depressed and without employment prospects. In the Cynon Valley, one of the most deprived of the valleys, a new project is working with disadvantaged children and their families. Through crèche facilities and drop-in rooms for parents, families living in isolated housing estates will be able to participate in the development of service and support structures. This will help them meet their families' needs and raise their self-image.

## United States of America

**Committee for Boston Public Housing Inc.**

Boston Housing project 1984 – 1995

Between 1984 and 1989 the Family Community Resource Center worked with tenants of 17 public housing developments in Boston. Basic family support services were established which emphasise a self-help approach linking individual and family development with community empowerment. Activities include the creation of community centres, early childhood education facilities, programmes for older children, counselling, referral services, and advocacy. The project is now consolidating its past achievements and disseminating its philos-

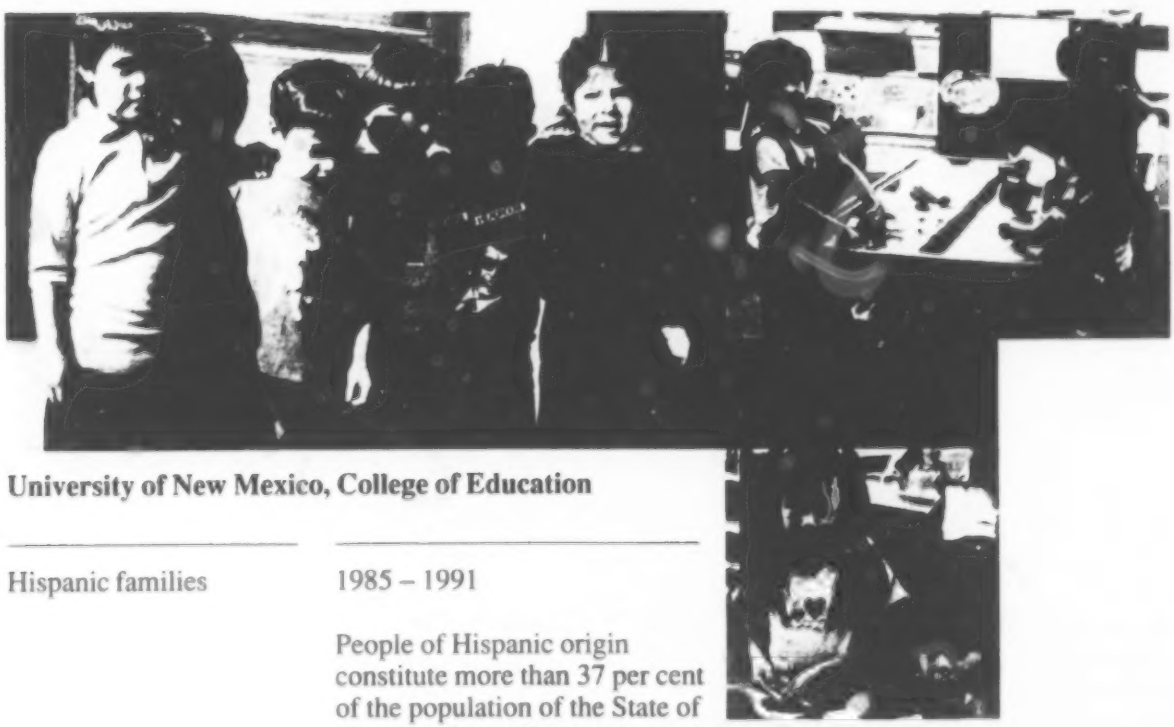
ophy and methodologies. It is also undertaking advocacy on issues such as community organising, public safety and child care. The project is also sponsored by the Boston Foundation, the City of Boston and the State of Massachusetts.

**Denver Indian Centre, Inc.**

Early childhood services for urbanised American Indians

1985 – 1991

The Denver Indian Centre incorporates a pre-school in which the project has devised and implemented a culturally relevant curriculum in cooperation with parents. Basic courses on nutrition, health and home safety have been developed for families where educational achievement is generally low and most incomes are below poverty level. Many young Indian children do not speak English as their first language, and knowledge of Indian languages and cultures within the educational system is almost non-existent. The project is cooperating with other agencies involved with American Indians throughout the city and State.



**University of New Mexico, College of Education**

Hispanic families

1985 – 1991

People of Hispanic origin constitute more than 37 per cent of the population of the State of New Mexico and it is estimated that between 13 and 40 per cent of them live below the federally-determined poverty level. The project has been working to enhance the development of children aged 0 to 5 years; improve the ability of education, health and social services to work with poor Hispanic



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communities; and develop the skills and attitudes necessary for self-help among the families and communities themselves. Work in one pre-school programme resulted in significant advances in children's preparedness for school, social behaviour, language and cognitive skills, while their parents have taken over much of the responsibility for the programme. Project work included developing training for para-professional staff and parents, intensifying collaboration with the school system and other agencies working with Hispanic families, and sharing project experiences within the State and country.

**Federation of Child Care Centers of Alabama** (FOCAL)

Upgrading day care services and parent education

1986 – 1993

FOCAL is working with private day care services for young black children throughout Alabama. Strategies include generating new approaches to parental education and support, building state-wide networks, raising self-esteem and skills, developing culturally appropriate curricula, and training staff. A key ingredient is enabling participants to overcome 'negative racial scripting' through FOCAL's Peer Education Project, in which education is seen as a dynamic two-way process between persons of equal worth and equal value. This is in a context where educational and other prospects for black children throughout Alabama are low in comparison with those of the children of other ethnic groups outside the Deep South; most black children in Alabama do not complete high school; and illiteracy remains high.

**Vanderbilt University, Center for Health Services**

Maternal and infant education in deprived communities in Appalachia

1987 – 1994

States comprising the Appalachian region have the highest levels of infant mortality in the country. In 1982 the Center for Health Services initiated the Maternal Infant Health Outreach Worker (MIHOW) programme which builds on previous experience of community-based health interventions. Since 1987 the programme has been operating in seven areas in the states of West Virginia, Virginia, Kentucky and Tennessee, and incorporates recruitment and training of local women as 'natural helpers' who undertake home visits to pregnant women and mothers of infants; groups for mothers and toddlers; coordination between various services attending to families and children; and a wide range of community initiatives. In a further phase the work is being extended to include other sites in the four states and Arkansas. The experience is also being documented to aid dissemination throughout the region of the empowerment model which has been developed.

**Canton Public School District**

Development of a community-based early education programme

1989 – 1992

Public education in Canton, as in much of the Deep South, has inadequate funding, poorly motivated staff, and little parental involvement. The project focuses on parents of young children to support them in their role as their children's first educators and to stress the importance of home as a learning environment. Activities include coordinated action by education and health services to improve the poor health status of many children; a drop-in centre with a playgroup, telephone help line; newsletters for parents; and a home visiting scheme with specially trained parents as visitors.

**Community Studies Inc.**

New York teenage parenting

1989 – 1992

Up to 30 per cent of the school population in disadvantaged areas of New York are teenage parents. The city's School Board has provided some child care facilities in High Schools to allow the young parents to complete their schooling. In an earlier phase, Community Studies Inc. worked in two such High Schools to develop a programme to enrich the development of the children while providing parenting education for the teenagers. Support and training is now being given to staff to implement the programme more widely in the city. This involves refining and disseminating curriculum units for teenage students, both parents and potential parents; setting up of model child care facility in a High School to serve as a demonstration and training centre; and emphasising health care for both the young children and their parents.

## Venezuela

**Fundación para la Atención a la Infancia y la Familia, (FUNDAPRIN)**

*Proyecto Pacomin (Programa Paraguaná de Atención Comunitaria a la Infancia y Familia)*

1988 – 1991

Infant mortality and unemployment in Punto Fijo, the largest town in the Peninsula of Paraguaná, have increased over the past decade. Women take on any work that they find to provide for their families, leaving children on their own from an early age onwards. The project, with the community, is working on an all-round programme to meet the developmental and health needs of young children and families in Punto Fijo. Other areas of work include health care, home-based parent education programmes and training for community development.

**Ministry of Education**

*Child Development Workshops*

1990 – 1991

Approximately 80 per cent of Venezuela's four million children under 7 years live in poverty, and only half a million of them receive some form of organised care. The Ministry is organising a series of seven workshops with other interested organisations over one year to assess present activities in Venezuela and to develop a policy towards the care of young children. The collaboration between governmental and non-governmental organisations is an important feature in the formulation and implementation of this policy.

## Zimbabwe

**Foundation for Education with Production (FEP International)**

Kushanda project

1984 – 1992

The Kushanda project is based at a cooperative farm in the Marondera district in north-eastern Zimbabwe and is part of a local development plan which includes an agricultural production cooperative and expansion of employment opportunities. In earlier phases, the project set up a demonstration pre-school with associated training opportunities for local women and the development of a curriculum and teaching materials based on the local language. There were close links with health workers and an adult literacy campaign. Currently the programme is being disseminated over a wide area and incorporates training in child development concepts combined with literacy skills and health education. Greater emphasis is also being given to non-formal parent education. Requests for support are received from many communities and it is hoped to reach some 5,000 children involved in around 120 pre-schools as well as to foster parental involvement by the formation of a federation of parents' associations.

**Ministry of Primary and Secondary Education**

Rural pre-school project

1986 – 1992

Rudimentary pre-school groups in rural Zimbabwe developed from feeding posts established during the drought of 1981-84. These were run by local women volunteers who, though untrained, initiated play activities for the young children coming for food supplements. There are now well over three thousand village-based pre-schools in the country which exist largely as a result of self-help efforts. This project is part of a broad pre-school programme initiated by the Government in

1982 and provides training for local pre-school workers in order to upgrade their skills and abilities. To this end, 56 District Trainers have been trained and posted in all Districts of the country and are responsible for the organisation and running of training workshops, follow-up and evaluation of the teachers. A national curriculum has been compiled as has a Play Equipment and Furniture Production manual, based on the experience of workshops held throughout the country involving teachers and parents.

**Association of Women's Clubs** (AWC)

Mozambican refugees

1988 – 1991

The war in Mozambique has uprooted more than a million people, many of them seeking refuge in neighbouring countries. At least 75,000 refugees are located in four camps in the eastern part of Zimbabwe, of whom some 25,000 are children under the age of five. The AWC – which has been involved in running a training programme for pre-school teachers in Zimbabwe – has established training teams to work in each of the refugee camps to provide initial training and guidance to refugee para-professionals on basic organisational skills in setting up and running pre-schools, and on the development of toys and educational materials. The project also incorporates family education aimed at improving the health and nutrition of children, vocational training and leadership skills for Mozambican refugee women to enable them ultimately to take over training tasks, especially in the event of a return to Mozambique.

## Publications and Videos

Except where otherwise shown, the following publications are available free of charge to interested individuals and organisations. Please write to the Communications Section, Bernard van Leer Foundation, PO Box 82334, 2508 EH, The Hague, The Netherlands.

- **Newsletter**
  The Foundation Newsletter reports on the work of Foundation-supported projects throughout the world and provides information on issues related to early childhood care and education. Published four times a year (January, April, July and October) in English. Copies of most back issues are available on request. ISSN 0921-5840

- **The work of the Bernard van Leer Foundation**
  An introductory leaflet about the aims and work of the Foundation. Published 1989 in English, Spanish, Portuguese and Dutch.

- **Shaping Tomorrow,** Ruth Cohen
  For more than 20 years, Service Volunteered for All (Servol) has been listening to the people in communities in Trinidad and Tobago (and to a limited extent, throughout the Caribbean) and working with them to transform their society. In this book, the reader will hear the authentic voices of the people who constitute the experience that is Servol as the story unfolds of ordinary people doing extraordinary things. Servol's approach is one which gives people hope for the future. By working with and through local communities, it brings people together for common purposes – such as the establishment of community-run pre-schools, or adolescent skills training courses which focus on encouraging young people to adopt positive attitudes to life – so that eventually whole communities gain the confidence in their abilities to achieve. Published 1991 in English. ISBN 90-6195-021-X

- **The Power to Change,** Andrew Chetley
  The basic ingredients of this book are a small-scale early childhood project in one village which grew to encompass whole communities in the Costa Atlántica region of Colombia; a university with a commitment to the people of the region; and a willingness to listen to and learn from the people of the barrios. If there is a lesson to be learned from this experience, it is that development is something that has to be undertaken by people, not done to them. It is a lesson that is relevant to all of us everywhere. Published 1990 in English. ISBN 90-6195-019-8. (A Spanish-language translation is also available.)

- **Paths to Empowerment,** Ruth Paz
  This book traces the development of community education projects which have been supported by the Bernard van Leer Foundation in Israel over a 10-year period. Giving both theoretical background and

practical examples, it illustrates how the values and operational modes of community development have been synthesised and incorporated into the world of early childhood education. The importance of the community promoter, or para-professional, the woman from the community who learns and leads the others into learning, is highlighted. The book traces the gradual maturation of practices in a variety of projects in different settings, not as a rigid model to be followed but as a compendium of real life experiences and thinking which can be built upon by communities involved in early childhood care and education wherever they are in the world. Published 1990 in English.
ISBN 90-6195-018-X

- **A Small Awakening: the work of the Bernard van Leer Foundation 1965-1986,** Hugh Philp with Andrew Chetley
  Based on research undertaken by Professor Hugh Philp, the Foundation Consultant for Australasia, this publication traces the development of the Foundation through its projects and other activities over a 20 year period. From an initial focus on compensatory education, the Foundation's work has evolved, in the light of experience, to its present emphasis on the development of children in the context of their own environments. Published 1988 in English. ISBN 90-6195-015-5

- **Beyond Child Survival: towards a new future, Report of the Bernard van Leer Foundation, 1986-1987**
  The second biennial report of the Bernard van Leer Foundation covers activities during the years 1986 and 1987. The report includes feature articles on projects in Mozambique, Singapore, Ireland, Italy, Trinidad and Colombia as well as summaries of work undertaken during the period in 40 developing and industrialised countries. Published 1988 in English. ISSN 0921-5921

## Occasional Papers

- **Early Childhood Care and Education: the Challenge,** Walter Barker (Occasional Paper No 1)
  The first in a series of Occasional Papers addressing issues of major importance to policy makers, practitioners and academics concerned with meeting the educational and developmental needs of disadvantaged children. Published 1987 in English.

- **Meeting the Needs of Young Children: Policy Alternatives,** Glen Nimnicht and Marta Arango with Lydia Hearn (Occasional Paper No 2)
  The paper reviews conventional, institution-based approaches to the care and education of young children in disadvantaged societies and proposes the development of alternative, low-cost strategies which take account of family and community resources and involvement as the starting point for such programmes. Published 1987 in English.

- **Evaluation in Action: a case study of an under-fives centre in Scotland.** Joyce Watt (Occasional Paper No 3)
  The main body of this paper is the evaluation report of a Foundation-supported project in the United Kingdom. It is preceded by an examination of the issues involved in evaluation together with an explanation of the way in which this particular study was carried out. It has been published with the external evaluator in mind, but will be of interest to all those involved in the evaluation of community-oriented projects. Published 1988 in English. ISBN 90-6195-014-7

## Seminar Reports

- **Children and community: progressing through partnership**
  Summary report and conclusions of the tenth International Seminar held in Kingston, Jamaica in November 1988. Published 1989 in English and Spanish. ISBN 90-6195-016-3

- **Children at the Margin: a challenge for parents, community and professionals**
  Summary report and conclusions of the third Eastern Hemisphere Seminar held in Newcastle, Australia in November 1987. Published 1988 in English. ISBN 90-6195-013-9

- **The Parent as Prime Educator: changing patterns of parenthood**
  Summary report and conclusions of the fourth Western Hemisphere Seminar held in Lima, Peru in May 1986. Published 1986 in English, Spanish, Portuguese and French.

- **Multicultural Societies: early childhood education and care**
  Summary report and conclusions of an International Seminar held in Granada, Spain in June 1984. Published 1984 in English, Spanish and Portuguese.

## Publicaciones y videos en español

- **Boletín Informativo**
  Artículos seleccionados de Newsletters. Publicado anualmente a partir de 1987. ISSN 0921-593X

- **La Labor de la Fundación Bernard van Leer**
  Un folleto sobre la Fundación. Publicado en 1989.

- **Programa Actual**
  Consta de breves descripciones de los 105 proyectos de mayor envergadura apoyados por la Fundación en 42 países industrializados y en vías de desarrollo. Aparte de las numerosas ilustraciones, el librito incluye un informe sobre la labor realizada por la Fundación durante el

año 1989 así como información financiera. Publicado en 1990. ISSN 0924-302X

**El poder de cambiar** *por Andrew Chetley*
Los ingredientes básicos de este libre son un proyecto de pequeña escala en el campo de la educación infantil en un pueblo, que ha desarrollado a incluir comunidades, todas ellas en la región de Costa Atlántica de Colombia: una universidad con un compromiso con la gente de la región; y la voluntad de querer a escuchar y aprender de la gente de los barrios. Explicada principalamente a través de las palabras de los participantes, el lector vislumbra la vida cotidiana in algunas de las aldeas y pueblos y comienza a entender los esfuerzos meticulosos que debe hacerse para realizar un objetivo de este tipo. La pobreza no ha sido vencida in la Costa Atlántica, pero las semillas de algunas soluciones estan empezando a brotar. Publicado en 1991.
ISBN 90-6195-020-1 (también in el inglés)

**Niño y comunidad: avanzando mediante la asociación**
Síntesis y Conclusiones del décimo seminario internacional celebrado en Kingston, Jamaica en noviembre 1988. Publicado en 1989.

**Los Padres como Primeros Educadores: Cambios en los Patrones de Paternidad**
Síntesis y Conclusiones del cuarto seminario del Hemisferio Occidental celebrado en Lima, Perú en mayo 1986. Publicado en 1986.

**Aprender a Vivir: Crónica de una Innovación educativa.**
José R. Boeta
1984, Granada, Editorial Andalucía, San Vincente Ferrer 13, Granada, España. ISBN 84-85622-76-6

**¿Existe la vida antes de la escuela primaria?**
Este el título de un video de 16 minutos, que es una útil introducción a muchos de los temas encarados por lograr un mejoramiento en la educación y desarrollo de los niños. Basado en parte en un video preparado para ser presentado en la Conferencia Mundial de Educación para Todos, efectuada en Tailanda en marzo de 1990, incluye escenas de varios proyectos apoyados por la Fundación en diferentes países. Entre algunos de los tópicos tratados se encuentran la importancia de los primeros años para el desarrollo del niño, el rol clave de los padres como primeros educadores de sus hijos y la valiosa contribución que las comunidades pueden hacer a la educación y atención de la primera infancia.

El video, realizado por Leo Akkermans para la Fundación, está en colores y disponible en versiones en inglés y español.

- **Adela**
  Adela vive en una aldea de la región de Andahuaylas en los Andes, Perú. Las 150 familias de indígenas Quechuas que viven en la aldea se *ganan la vida a duras penas criando ganado, maíz y papas en las laderas* de la montaña a 3550 metros sobre el nivel del mar. La ciudad más cercana está a seis horas a pié. Adela ha vivido toda su vida an la aldea. Ya que puede leer y escribir espanol, la comunidad la escogió para que fuera capacitada como 'animadora' para el 'Pronoei', el jardin infantíl organizado por el Centro Nacional de Capacitación Pre-escolar del Perú con apoyo de la Fundación. En la aldea, los habitantes hablan quechua pero en la escuela se espera que los niños hablen espanol. El programa del 'Pronoei' está disenado para preparar a los niños para su entrada en la escuela primaria, darles las aptitudes que requieren, incluído el idioma, de forma que no se sientan perdidos y desorientados o rechazados en sus primeras horas en la escuela. El video muestra a Adela y el compromiso de la comunidad en el trabajo de 'Pronoei' y en actividades diseñadas para mejorar la calidad de vida de la aldea.

  El video realizado por Jean-Michel Rodrigo, es en colores y es accesible con comentarios en inglés, francés o español. Duración, 24 minutos.

**Publicações em Português**

- **O Trabalho da Fundação Bernard van Leer**
  Um folheto sobre a Fundação. Publicado em 1989.

- **Os Pais como Primeiros Educadores: Mudando os padrões de Paternidade**
  Sumário do relatório e conclusões do seminário do Hemisfério Ocidental, Lima, Perú, maio de 1986. Publicado em 1987.

**The following publications are available through bookselllers or as shown. They are not available from the Foundation.**

- **Explorations in Early Childhood Education**, John Braithwaite 1985, Victoria, The Australian Council for Educational Research, Radford House, Frederick Street, Hawthorn, Victoria 3122, Australia. A$20 plus A$3 handling charge. ISBN 0-85563-478-2.

- **The Gifted Disadvantaged: a ten year longitudinal study of compensatory education in Israel**, Moshe Smilansky & David Nevo 1979, London/New York/Paris, Gordon & Breach Inc., 50 West 23rd Street, New York, NY 10022, USA. US$ 46.25. ISBN 0-677-04400-0.

**The following four books are available, price £2.50 each, from Community Education Development Centre, Briton Road, Coventry, CV2 4LF, England. Please add £0.50 per £5.00 value of order for postage, plus £1.00 per order for overseas postage.**

- **Women and Children First: Home Link**. Elizabeth Filkin (ed)
  This book presents an account of the Home Link project which has been serving residents of Liverpool, England continuously since 1973. Elizabeth Filkin has edited the work of a large group of women contributors to provide an open and self-critical assessment of the programme. Ypsilanti, The High/Scope Press, 1984. ISBN 0-931114-26-8

- **A Mole Cricket called Servol**. Gerard Pantin
  In 1970 the newly independent nation of Trinidad and Tobago was rocked by a social explosion, and the effect on the traditional, easy-going way of life was catastrophic. This book describes how a Trinidadian Roman Catholic priest and a West Indian cricket player, went into the areas of poverty to try to help. Ypsilanti, The High/Scope Press, 1983. ISBN 0-931114-17-9

- **The Servol Village**. Gerard Pantin
  This book continues the story begun in **A Mole Cricket called Servol** and describes how Servol has grown from a street corner community development project to a national movement in its own right. Ypsilanti, The High/Scope Press, 1984. ISBN 0-931114-27-6

- **Seeking Change**. Ann Short
  This book describes an early childhood education project for the children of disadvantaged families in South Africa. Ypsilanti, The High/Scope Press, 1984. ISBN 0-931114-29-2

**The four books below report on the outcomes of the Project on Human Potential (1979-1984) supported by the Foundation and carried out by the Graduate School of Education of Harvard University, USA. They are available through booksellers.**

- **Frames of Mind: the theory of multiple intelligences**. Howard Gardner
  New York, Basic Books, 1983. ISBN 0-465-02509-9 Available in paperback edition: Paladin Books, London, 1985, £5.95. ISBN 0-586-08506-8

- **Of Human Potential: an essay in the philosophy of education**. Israel Scheffler
  Boston/London/Melbourne, Routledge & Kegan Paul, 1985. ISBN 0-7102-0571-6

- **The Cultural Transition: human experience and social transformation in the Third World and Japan**. Merry I. White & P. Pollack (eds)
  Boston/London/Melbourne, Routledge & Kegan Paul, 1986.
  ISBN 0-7102-0572-4

- **Human Conditions: the cultural basis of educational developments**.
  Robert A. Levine and Merry I. White
  Boston/London/Melbourne, Routledge & Kegan Paul, 1986.
  ISBN 0-7102-0568-6

## Videos from the Foundation

The following videos form the series 'Alternatives in early childhood care and education'. Copies can be made available to Foundation-suported projects in either the PAL system or the NTSC system on VHS or Betamax. A small charge to cover costs of copying and postage will be made to organisations outside the Foundation network. Anyone interested in receiving a copy of any of these videos should write to the Communications Section at the Foundation. Please ensure that you specify what video system you use.

- **Is there life before primary school?**
  This 16-minute video is a useful introduction to many of the issues faced in improving children's education and development. Based partly on a video prepared for a presentation at the World Conference on Education for All held in Thailand in March 1990, it includes scenes from several Foundation-supported projects in different countries. Topics covered include the importance of the early years for a child's development, the key role of parents as children's prime educators, and the valuable contribution which communities can make to early childhood care and education.

  The video, made by Leo Akkermans for the Foundation, is in colour and is available with an English or a Spanish commentary.

- **Not Only the Children**
  An important element in the development of Kenya's pre-school educ...n system has been the high level of community involvement. Parents in rural areas are involved in building and maintaining school buildings, they tend school gardens to grow vegetables for the children, help raise funds for teachers' salaries, and participate in the development of educational materials. Kenya's National Centre for Early Childhood Education in Nairobi, through its network of District Centres for Early Childhood Education, has been instrumental in encouraging the spread of community-supported pre-schools throughout the country. The video shows scenes from a few of Kenya's diverse



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cultures where active communities have successfully created and run their own pre-schools.

The 36 minute video was made by Leo Akkermans for the Foundation and is in colour. It is available with an English-language commentary.

**That Calibre of Woman**

In Ireland, two Foundation-supported projects are operating home visiting programmes. Told mainly through the words of women who undertake regular monthly visits, and mothers (and a father) of young children who are visited, we hear of the worries of young mothers with their new babies and their uncertainties about 'the right thing to do'. From isolated families in the West of Ireland, to crowded housing estates in the capital, Dublin, we see the reassurance, friendship and support which is offered by the visitors. The visitors are remarkable women, all mothers from the same villages and estates as the parents they are visiting, all volunteers with no professional training. In the words of the Director of one of the projects 'Before we began, I didn't think that calibre of woman existed – but I'm very glad to say I was wrong'.

The 36 minute video, made by Leo Akkermans for the Foundation, is in colour and available with an English-language commentary.

**Empowering Young Refugees**

At the end of 1987 there were 20,677 refugees living in Khao I Dang camp near the Cambodian border in Thailand. The video shows the way in which care for the pre-school children is integrated with training programmes for their parents. The mothers are taught weaving and sewing, the fathers make toys and equipment. A 'printery' produces posters and books on paper and on cloth, and training courses are run for child care workers.

The video was produced by the Department of Mass Communications, Chulalongkorn University, Bangkok. It is in colour with an English-language commentary and lasts 24 minutes.

**A Way of Thinking**

The video is based on a multicultural education project for Saami and Torne Valley Finnish children who live in northern Sweden. It traces the history of these inhabitants, who have lived in and near the Arctic circle for hundreds of generations, and the difficulties they face with the disappearance of their traditional occupations and way of life. Part of the children's education involves them closely with the communities in which they live and the video shows them making excursions to interview people who herd the reindeer, vegetable farmers, and the

people who use the nearby river for fishing and transport. The video and the project both demonstrate that cultural diversity is not a social and educational disadvantage, but instead represents a rich heritage and an educational asset – indeed, a whole way of thinking.

The 28 minute video, made by Leo Akkermans for the Foundation, is in colour and available with an English-language commentary.

**Adela**

Adela lives in a village in the Andahuaylas region of the Andes in Peru. The nearest town is six hours away on foot. Because Adela can read and write Spanish, the community chose her to be trained as an *animadora* for the Pronoei – the pre-school set up by the Foundation-supported National Centre for pre-school training in Peru. The video shows Adela going about her daily life: in addition to her work at the Pronoei she cleans, cooks and does the washing for her family and still finds time to visit families of children in the Pronoei. We see the involvement of the community in the work of the Pronoei itself and in activities designed to improve the quality of life for the village as a whole.

The 24 minute video, made by Jean-Michel Rodrigo, is in colour and available with English, Spanish or French commentary.

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